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ABSTRACT

Resources in Education was computer searched in order to identify documents which reported evaluation research carried out by forty large school districts in the United States and Canada. The citations are grouped by the name of the reporting school district. Each of the 149 references is abstracted and a subject index is provided. (MV)

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**RESEARCH AND
EVALUATION
STUDIES FROM
LARGE SCHOOL
SYSTEMS
1976**

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Research and Evaluation Studies

from

Large School Systems

1976

Compiled by

Barbara M. Wildemuth

May 1977

Introduction

The Educational Resources Information Center, better known as ERIC, is a federally sponsored system for providing ready access to the educational literature that appears in journals, has limited dissemination, or is not formally published.

Resources in Education (RIE) is the monthly abstract journal of the ERIC system. It consists of resumes of education-related documents and indexes to these resumes. RIE covers the broad field of education in all its aspects, announcing timely report literature and recently completed research results to make possible the early identification and acquisition of documents of interest to the educational community. This bibliography is based on a search of the documents announced in RIE from May 1976 through April 1977. Each document cited reports research carried out directly or indirectly by one of forty large school districts in the United States or Canada. The citations are grouped by the name of the reporting school district. For each entry in the bibliography the following information is presented: ERIC accession (ED) number, personal or corporate author, title, place of publication, publisher, sponsoring agency, date of publication and abstract.

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ATLANTA PUBLIC SCHOOLS

1. Branch, Helen. Project Propinquity 1975-76. Research and Evaluation Report, Volume 10, Number 4, September 1976. Atlanta Public Schools, September 1976. ED 131 145.

In the 1974-75 school year, the pilot operation of Project Propinquity began at Roosevelt High School, Atlanta, Georgia. The project, originated and sponsored by Exodus Inc., was designed to deliver social services to inner city youth, ages 15 to 19, at the site of delivery of their instructional services. In the 1975-76 school year, the project moved to Smith High School and was enlarged to include approximately 120 students. The principal goal of the project was to provide a support system for adolescents which would allow each one to acquire the self-sustaining knowledge and skills which would reduce the need for social welfare dependency. The critical variables used to assess the achievement of program objectives were: attendance, scores in reading and mathematics, disruptive behavior incidents, attitudes towards school, and grades in regular school subjects. Records of social services delivered were kept in order to give an indication of the relation between social service delivery and growth toward achievement of the objectives.

2. Rollins, Howard. Project Success Environment: An Approach to Community Educational Improvement. End of Budget Report, Fiscal Year 1975. Atlanta Public Schools, August 1975. ED 124 605.

Between 1970 and 1973, Project Success Environment, funded under Elementary Secondary Education Act Title III developed an affective, low-cost classroom management program for use in grades one through eight of public schools. The program provides students with maximum opportunity to experience, on an individual basis, success in school. Teachers are trained to make their expectations clear, to emphasize, and reward appropriate social and academic behavior, to ignore most inappropriate behavior, and to minimize a student's opportunity for failure. At the end of the third year of funding, the program had been implemented in 61 classrooms of the Atlanta Public School System, most of them located in inner city schools. Results consistently showed reduced disruptions, increased task involvement, and a positive, non-punitive classroom environment. During Year Four of funding, the project staff developed and tested an exportation model of the Success Technique. For the Fifth year of funding, project staff wished to continue to attract new consumer schools, develop further the exportation model and evaluate the success of the program in a number of additional schools. A summary of the project's efforts to accomplish these objectives, with supporting details in four appendices, constitutes the body of this report.

3. Thompson, Marion, and others. Project Success Environment: A Behavior Modification Program for Inner City Teachers. Atlanta Public Schools, January 1973. ED 124 604.

Entitled Project Success Environment and funded by Elementary Secondary Education Act Title III, the pilot 1970-71 study included eight experimental classes with appropriate comparison classes. Following this initial effort the program was expanded to include twice the number of students within a wider age range during the second year of operation, 1971-72. A reasonably rigorous experimental design was also incorporated in the second year. The project's purpose was to answer an actuarial question: Can behavior modification solve the recurring social problem, which has been analyzed into two sets of behavior, those behaviors which are too high or too low in rate? The central question in this study is whether or not teachers can be trained to use the techniques made available through behavioral analysis to provide large number of students from economically disadvantaged backgrounds with some modicum of individual success. The emphasis has been on the training (preservice and inservice) of teachers in the use of positive behavior modification. A contingency management technique was implemented in a large number of inner city classrooms from first to eighth grade for an entire academic year. Further, some children participated in the project for two successive years, thus permitting some assessment of the longitudinal effects.

4. Thompson, Marion, and others. Project Success Environment: A Positive Contingency Program for Elementary Teachers Management. Atlanta Public Schools, September 1973. ED 124 606.

The third year of the project, funded under Elementary Secondary Education Act Title III, was essentially a replication of Year Two. Second Year results indicated that the success technique had provided inner city teachers with both an effective classroom management system, and an effective program for the acceleration of academic performance. Therefore, no major changes were made in the technique during Year Three. To ascertain whether the results of Year Three would indeed replicate the results obtained in Year Two, in class observation (ICO) was continued on a limited basis and achievement testing was again conducted in September and April. The design and procedure for achievement testing in Year Three were essentially the same as for Year Two. However, changes were made in the procedures for collection of ICO data in order to evaluate hypotheses different from those posed in Year Two. Additional teachers were trained during the summer of 1972 and their classes were added to the research base for Year Three making a total of 20 classes. To assess the effectiveness of the training and the importance of experience as a success teacher, the in-class behavior of the new teachers and of their students was compared to the behavior of the experienced teachers and their students throughout the school year.

BALTIMORE CITY PUBLIC SCHOOLS

5. Webb, Roger A. The Second-Year Evaluation of the Style-Oriented Cognitive Curriculum in the I.V.Y. (Involving the Very Young) Program of the Baltimore City Public Schools and the Evaluation of the Baltimore City Day Care Center Training Program. Baltimore City Public Schools, September 1974. ED 130 769.

This is a report on the second year of an experimental study of a cognitive curriculum developed for the I.V.Y. (Involving the Very Young) Programs and a description of the evaluation of the day care staff training program of the Baltimore City Public Schools. The social factors which influence intellectual style, and the different systems of communication produced in different social classes are presented as causes of class differences in intellectual ability and as the focus of the IVY intervention program. The curriculum innovations and the evaluation from Year I were continued during Year II. A multivariate analysis of the Year I and Year II data indicated a significant Year X Treatment interaction. The differences between test performance of experimental and control group children found in Year I disappeared, due to the increase in the control group's performance. Test items for which normative data were available suggested that both groups were approaching national averages. Also included is an observational study of the effects of a program for training day care workers based in part upon the teaching strategy developed for the IVY program. Results indicated highly significant changes in the behavior of trained personnel. The report contains an extended theoretical analysis of the nature of cultural disadvantage and suggests appropriate targets for educational intervention. Appendices contain lesson plans, curriculum objectives, and a day care observation checklist used in the program.

BUFFALO CITY SCHOOL DISTRICT

6. Callahan, Ronald F. Career Education Project. Final Report. Buffalo Public Schools, August 1975. ED 118 922.

The Buffalo Career Education project is presented in two parts, the final report and the summary evaluation. The components of the program described and analyzed in the report are: (1) infusion of career concepts into the existing curriculum; (2) vocational skill training for entry jobs; (3) business, labor, and industry contributions to career education goals; (4) career development programs to help students make decisions; and (5) efforts to use home and family structure in the occupational society. While success in each component varied according to the particular school and counselor, all components were incorporated into the programs of each school and an overall satisfactory stage of development was reached. The summary evaluation considers the Buffalo Career Education Project for its

three years of existence, from autumn 1972 through spring 1975. Holland's theory of vocational choice was used as the basis for much of the data collection, with a pretest/posttest approach to evaluation. Tabulated results of the tests are appended, showing a significant increase in student knowledge about vocations and specific jobs.

7. Summary Evaluation of Career Education Project for Buffalo Public School System. Buffalo Public Schools, 1975. ED 118 964.

Evaluation of the three-year career education project in 12 of the Buffalo, New York public schools focuses on changes in pupils' knowledge of occupational information and the clarity, consistency, and reality of vocational interests. An occupational knowledge pre/post-test and occupational interest questionnaire were administered to 359 fourth and fifth graders at 10 elementary schools and 238 eighth and ninth graders at four schools. Pupils at both levels showed a significant increase in knowledge about vocations, an increased interest in artistic occupations, and a decreased interest in conventional occupations. At the junior high level, boys showed more consistency than girls during the project, and a high correlation was indicated between pupils' self-perceived ability and their vocational interest. Responses from six principals and 92 teachers to an open-ended questionnaire were mostly positive, with most faculty identifying the career education project closely with the counselor. Some of the career education activities observed were: an employment service, a plant-growing unit, role playing with puppets, writing vocational autobiographies starting with their parents and grandparents, using newspaper want-ads, group counseling related to rethinking vocational sex roles, and making film-strips of students' vocational background and future. Tabulated questionnaire responses are appended.

CHARLOTTE-MECKLENBURG SCHOOLS

8. Hellman, Mark, and others. ESEA Title I Evaluation Report, 1974-75, Charlotte-Mecklenburg Schools. Charlotte-Mecklenburg Board of Education, 1975. ED 120 334.

The 1974-75 Elementary Secondary Education Act Title I program in Charlotte-Mecklenburg included a kindergarten program with five support service components: two reading programs, two math programs, and a media production center. The greatest impact of the Title I program in reducing educational deprivation was in mathematical computation. Students in the Part A and Carry-over math lab programs gained averages of two-and-a-half to nearly five months for each month of lab participation. Progress is understandably slower in reading comprehension, a skill which requires several high order processes. Students at some grade levels averaged a month's gain in reading comprehension for each month in the lab but at other grades fell short of that mark. An individually administered word

reading test was given to students at the beginning and end of the program. Both Grade 2 and 3 students gained more than a month for each month in the lab. In sum, the reading lab program in making moderate progress in improving reading comprehension skills and might be making greater progress in other reading skill areas. The more complete testing to be conducted in 1975-76 will reveal this. The kindergarten program appears to have made more impact on educational deprivation in the language area than other areas in 1974-75. The Title I programs at the four non-public schools in the project were developed by the staffs of each school.

CHICAGO BOARD OF EDUCATION

9. Area High School Prep Centers: End of Project Report. Chicago Board of Education, July 1974. ED 117 244.

The primary purpose of this project is to meet the expressed need for a more complete and continuous program of high school orientation for eighth grade students about to matriculate into high school. In order to achieve the objectives, a wide range of personnel, including elementary and high school teachers, school counselors, administrators, parents, and community representatives, along with the students, were involved in this program. The narrative report is separated into sections which deal with such topics as feeder schools, objectives of the project, program activities, evaluation format, evaluation check list tables, findings, follow-up study, summary of findings, conclusions, sample evaluation sheets, change in the local educational agency and cooperating agencies, project continuation, and dissemination activities. The analysis of findings is organized on the basis of the six objectives of this program and the third year follow-up study of the students involved in this project. The tables for all three years of the project are included in the analysis. In the discussion of each objective, the original (first year) objective is stated, followed by the objective utilized during the remaining two years.

10. The DuSable Exemplary Project: Bridging the Gap Between School and the World of Work. Final Report. Chicago Board of Education, July 1975. ED 115 957.

From April 1971 to December 1974, a career education project for elementary and secondary grades was conducted in a lower income area of urban Chicago. The general objectives involved the development of a guidance program, integration of occupational information into the classroom, skills training, placement, and attitude adjustment. Career education curriculum material suitable to all levels of elementary classes was developed. The counselor-coordinator organized guidance activities, parent conferences, home visitations, placement activities, and information dissemination. Occupational training programs were conducted, and six skill development classes were held in automotive services, data processing, food services, clerical procedures, offset printing, and typing. Regular assemblies focusing on

student accomplishments were held. Other features of the program were outside speakers, weekly group guidance sessions, group trips, newsletter, and various social functions. It has concluded that the program has made a definite impact on the students and the school community, reaching students who were unskilled and uninvolved and helping them to regard themselves as potentially valuable employees. A third party evaluation, occupational information, student inventory forms for the elementary and secondary level, and tabulated inventory results are included in the report. A K-8 career guidance laboratory design is appended.

11. Frerichs, Allen H., and others. Urban Leadership Program. Chicago Public Schools, 1975. ED 117 462.

The Urban Leadership Program, a Federally funded program consisting of three 10-week sessions for sixth graders in the Einstein Public School, provided a career awareness program of action learning to bridge the gap between students' economically impoverished neighborhoods and the mainstream urban community. The community-centered career program consisted of a two-week internship in a government agency or business, study of the internship career prior to internship, group visits to agencies, and emphasis on individualized reading skills. The staff included a teacher coordinator, a teacher aide, and four community aides with input from parents and resource personnel from various city agencies and businesses. The Iowa Test of Basic Skills' Reading Tests, administered as a pre- and post-test in each 10-week session, indicated statistically significant improvement in reading scores. Results of the Coopersmith Self-Esteem Inventory were nonsignificant, although a slight improvement in self-esteem levels was reported. A school attitude inventory, constructed for the program, indicated improved school attitudes, strong parental approval of the program was noted in interviews and questionnaires.

CINCINNATI PUBLIC SCHOOLS

12. Jacobs, James N., and others. An Evaluation of Programed Instruction for Teaching Facts and Concepts. Final Report, April 1964-August 1965. Wright-Patterson AFB, Aerospace Medical Research Labs; Cincinnati Public Schools, Dept. of Research and Development, December 1965. ED 130 650.

Five methods of teaching the Bill of Rights to high school students were compared: (1) linear programed instruction used in school, (2) linear programed material used as homework plus discussion in class, (3) a textbook format presentation of the linear program used in class, (4) the test version of the program used as homework plus discussion in class, and (5) a conventional lecture-discussion method. Sixty 11th-grade American History classes were divided among the five treatments. Equal numbers of high, medium, and low scholastic ability groups received each treatment during three consecutive 55-minute history classes. Information

and concept tests were administered immediately after the instruction period and again six weeks later. The linear program provided the best results for all scholastic aptitudes when measured for the learning of both factual material and general concepts. Students who participated in discussions in class and did the programed material as homework did no better than those students who used the linear program only in class.

CITY SCHOOL DISTRICT OF THE CITY OF NEW YORK-BOARD OF EDUCATION

13. Wohl, Seth F. Staff Role Expectations: A Study of Alternative High Schools -- 1975. Research Report. Cooperative Research City Tax Levy Program. New York City Board of Education, Office of Educational Evaluation, June 1976. ED 132 228.

This study explores teacher and principal role expectations in conventional versus alternative secondary school settings. A 59-item "Role Expectations Instrument" was given to 472 teachers in 11 conventional high schools, each having a mini-school associated with it, and in five independent alternative high schools. In addition, 11 principals of conventional high schools and five directors of independent alternative high schools completed a related questionnaire. The independent alternative schools had the youngest and most inexperienced staff with the least advanced academic educational credits. Mini-school staffs, on the other hand, greatly resembled the high school faculty group from which they had been derived. In conclusion, independent alternative school staffs, both attitudinally and demographically, perceived themselves very differently from mini-school alternative staffs who had selected themselves from their older, more conventional, high school parental organizations. On many dimensions, mini-school faculties showed greater positivity and greater statistically significant differences from regular high school staffs than did their independent alternative colleagues.

CLEVELAND CITY SCHOOL DISTRICT

14. Gerboc, Ronald. ESEA Title IX Ethnic Heritage Studies Development Program Evaluation (1974-75), Fund Number 46. Cleveland Public Schools, Div. of Research and Development, December 1975. ED 121 638.

An ethnic heritage studies project of the Cleveland Public Schools is evaluated. The purpose of the project is to create a program for research and curriculum development in ethnicity which will serve as a model to educational institutions throughout the country. Program efforts focused on five major activity areas including curriculum development, inservice training, dissemination of program materials, community involvement, and cooperative involvement with other projects. The program evaluation contained in this document revolves around major questions representing operational indices of attainment of the project objectives. According to the report, the outcomes of the project reflect the attainment of most objectives. The findings of the evaluation are presented in the first three sections of the document. The last section contains a series of appendices relating to the program implementation.

15. Halasa, Ofelia. Cleveland Bilingual Education Program: Title VII ESEA.
Cleveland Public Schools, November 1975. ED 121 113.

This 1974-75 evaluation report of the Title VII Cleveland Bilingual Education Program discusses the degree to which process objectives were implemented and product objectives attained. The impressions of project and school staff and parents were also noted. The goals of the bilingual program were to develop the ability to communicate and function in Spanish and English and to acquire knowledge and understanding of the differences and similarities in the two cultures. The program served 520 children in 14 schools, grades kindergarten through three. A full program description details participants, project operations, staff development and parent-community involvement. Detailed evaluation at each grade level is included. Scope and sequence charts are drawn for language arts, mathematics and science. Numerous tables and charts provide statistics on test results, class ranking and performance scores. The program appeared to be relatively successful. Surveys indicated it was most effective in enhancing positive school attitude and motivation for learning, learning Spanish, and involving parents with the school. Shortcomings included failure to provide inservice sessions on bilingual teaching and ESL skills, late arrival of bilingual-bicultural materials and lack of a bilingual curriculum guide at the start of the year.

16. Logan, Juanita. Diagnostic Reading Clinic: Title I Evaluation, 1974-1975.
Cleveland Public Schools, Div. of Research and Development, October 1975.
ED 120 676.

This paper describes the Diagnostic Reading Clinic program, which is part of the Cleveland School System. The first section is an introduction which focuses on the needs and rationale, the goals and objectives, and the historical background of the program, as well as questions to be answered by evaluating the effectiveness of the clinic's services. The second section focuses on the highlights of the findings of the evaluation, implications and recommendations, and a description of the project, including participants' characteristics, and project operations. The third section focuses on the methods for evaluation, including the basic design, main findings, teacher opinions, parent opinions, the impartial observation team, follow-up consultants, and a correlation study. Eight detailed appendices are included.

17. Logan, Juanita. Reading Improvement Program, Title I Evaluation, 1974-1975.
Cleveland Public Schools, Div. of Research and Development, February 1976.
ED 120 677.

This report contains an evaluation of the reading improvement program in the primary grades in Cleveland, Ohio, which attempts to provide specialized reading instruction and support for disadvantaged pupils at a time deemed critical in their school experience. The project utilizes the services of a reading consultant, master teachers, and educational

assistants, who furnish individual and small group instruction on a daily basis. Project services during the 1974-75 school year were provided to a total of 1,756 pupils in grades one, two, and three in 32 public and five non-public schools. Per pupil cost of the project (less custodial costs) was approximately \$452.87 beyond the general fund per pupil cost of \$221.20 for reading instruction. Some of the evaluation findings of the 1974-75 school year show that approximately 63.1 percent of second grade pupils and 68.3 percent of third grade pupils gained one month in reading for one month of instruction and that posttest status for a sample of first grade pupils revealed standings from four months to twenty-two months beyond the nine month standing for first grade pupils with average reading abilities.

18. Logan, Juanita. Reading Strategy Project, 1974-75 Evaluation. Cleveland Public Schools, Div. of Research and Development, January 1976. ED 117 692.

This is a report on the evaluation of the Reading Strategy Project operated in 46 public and eight non-public schools during the 1974-75 regular school year. This project served 7,698 pupils. The design of the instructional format of the Reading Strategy Project was one which utilized a criterion-referenced diagnostic reading test, locally constructed, to identify degrees of accuracy within sub-skill areas of comprehension, vocabulary, auditory discrimination, syllabication, beginning and ending sounds, blending, and sound discrimination. Special teachers provided help to the classroom teachers. Evaluation was directed toward determination from test data and the subjective opinions of parents, teachers, principals, and project staff, the extent to which the project had met its product objectives. Some of the findings drawn from the evaluation procedures were: (1) Based on a sample of 85 students, it was determined that 82 percent of fourth grade and 80 percent of fifth grade participants attained the objective criteria based upon 80 percent mastery of the Diagnostic Reading Probe posttest; (2) Fifty-three percent of the sample maintained and/or increased their stanine status from third to fourth grade; and (3) Increased positive attitudes toward reading were observed by teachers.

19. Logan, Juanita. Talking Typewriter: Title I Evaluation, 1974-1975. Cleveland Public Schools, Div. of Research and Development, March 1976. ED 120 678.

The Talking Typewriter Program has operated in the Cleveland Public Schools as a strategy to improve the reading skills of identified fourth and fifth grade pupils in Title I schools. A responsive environment, augmented with selected materials, special teaching techniques, and the availability of trained staff formed the core of an instructional approach to assist children with unique reading needs. This paper describes the needs and rationale, the historical background; the operation and evaluation of the program; the highlights of the findings; participant characteristics; project operations; staffing; parent involvement; a teachers' opinionnaire; a principals' opinionnaire; a parents' opinionnaire; and a series of recommendations for the future of the program.

20. Project Study (Curriculum for Improving Student Study Skills). Project Termination Report. Cleveland Public Schools, Div. of Research and Development, November 1975. ED 128 937.

The program evaluated was developed to assist teachers in providing students with opportunities to become successful users of content materials through the installation and reinforcement of independent study skills. Lessons using high interest items in social studies content with emphasis on improving cognitive processes were designed for sequential teaching of the independent study skills. The packet of 28 lessons in five units was field tested in the 12 sixth-grade classes of the teacher participants in the program. The project is described in detail, goals are listed, and methods of evaluation and project outcomes are summarized. Tables and graphs illustrate pretest and posttest scores.

COLUMBUS CITY SCHOOLS

21. Community Involvement. Providing Program Information for Improving Educational Decisions. Comprehensive Educational Planning and Evaluation Project. Columbus Public Schools, June 1975. ED 119 365.

This publication discusses the Comprehensive Educational Planning and Evaluation Project, a one-year effort by the Columbus (Ohio) Public Schools to develop an effective model for involving parents, students, community members, and school personnel in the planning and evaluation of the school district's activities. This effort involved conducting a needs assessment to determine the information needs of parents and students, developing an effective information system for the school district, and developing and conducting an inservice program for personnel in the district's Department of Evaluation, Research, and Planning. In addition to describing each of these activities, this report also provides information regarding major project findings and the various products developed by the project.

22. Project PRIMES: Progress Research in Meeting Elementary Standards. Project Termination Report. Columbus Public Schools, Dept. of Evaluation, Research, and Planning, October 1975. ED 119 363.

The purpose of Project PRIMES (progress research in meeting elementary standards) is three-fold: to design and test a model for evaluating elementary schools by state standards, to develop a set of evaluation instruments, and to aid teachers and administrators in the application and interpretation of evaluation procedures. The project's major objectives were to provide training assistance to schools by means of a field service unit; to establish a Building Evaluation Committee in each elementary school; to develop and pilot evaluation instruments to assess all nine areas of the state standards; and to document changes in attitudes toward, and knowledge of, evaluation procedures on the part of project participants. The evaluation strategy had three phases: documentation of all field activities as well as participating schools, followup

activities, pre- and posttesting of teachers and principals as to knowledge of and attitudes toward evaluation; and external evaluation through the Auditing and Advisory Committee as to feasibility of implementing the model, instruments, and procedures on a statewide basis. A survey of affected principals found a highly positive response to the project's goals and objectives, direct services, type of evaluation plan, and evaluation instrument.

DEPARTMENT OF EDUCATION - STATE OF HAWAII

23. School-Within-a-School. Waimanalo Intermediate and Elementary School. Evaluation Report 1971-72. Hawaii Univ., Social Welfare Development and Research Center, September 1972. ED 126 204.

The School Within-A-School (SWS) Project was initiated during the 1970-71 school year with the Waimanalo School seventh graders who have now completed their second year with the project as eighth graders. The major goals of the SWS program rested on the assumption that students in Waimanalo have particular needs created by limited experiential backgrounds and economic deprivation. The goals included: the improvement of the students' self-image, the increase of the students' motivation to learn, the development in pupils and parents of positive attitudes toward school, and the improvement of the students' academic achievement level. Evaluation procedures included such activities as designing and distributing evaluation questionnaires for education project personnel, referral and support personnel, students, parents and teachers; pre- and postadministrations of the Stanford Diagnostic Test, California Achievement Tests, and a Youth Inventory; direct observations; and interviews. It was concluded that, in general, the program objectives were not achieved to expectation, but observation results indicated that the SWS program did have limited success with some students.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

24. D. C. Schools Training Center for Open Space Schools: Adoption Project, Interim/Final Report. Commonwealth Learning, Inc., Alexandria, Va.; District of Columbia Public Schools, Dept. of Research and Evaluation, April 1976. ED 126 624.

Four evaluation instruments were used to assess the impact of inservice and preservice training in open education techniques experienced by four teacher groups. The Semantic Differential Scale was used to determine teacher attitudes on the concepts of behavior modification team teaching approach, parental involvement, self-contained classrooms, open space, evaluation, and inservice training. A 50-item questionnaire was administered to ascertain teacher perceptions of openness. A third instrument was used to rate open space facilities and obtain suggestions for improvement. The final item was a team teaching survey. Analysis of the data is presented by each instrument followed by findings, conclusions, and recommendations.

25. Evaluation of the ESEA Title I Program of the Public Schools of the District of Columbia, 1974-75. Final Evaluation Report. IBEX, Inc., Durham, N.C., Roy Littlejohn Associates, Inc., Washington, D. C., 1975. ED 121 922.

The target population served by the fiscal year 1975 Elementary Secondary Education Act Title I Program included approximately 17,000 public elementary and secondary school children in the first, second, third and seventh grades. In the eligible nonpublic schools, approximately 800 students were eligible in grades one through eight. The total learning concept was implemented through the Total Learning Center Program in all designated Title I public schools. In 1974-75, there were four elements in the program: the Competitive Partnership Program, the Affective Component, the Enrichment Experiences Program, and the Summer Program. During the regular school year, the students from private schools identified for the 1974-75 nonpublic school program were served at their own schools by reading and mathematics resource teachers and educational aides. In the summer a Total Learning Center Program operated for six weeks. A learning center approach in five elementary centers was used to provide a variety of learning settings for special education children. The Title I Comprehensive Program operated three career development projects. Two community schools housed centers for homework, remedial assistance, and informal education. For young children, the national Follow Through program for children in the primary grades was conducted at two schools.

26. Final Report on Program Audit: Evaluation of Curriculum and Staff Development Training for Two Clusters. District of Columbia Public Schools; Alfred J. Morin and Associates, Washington, D. C., 1974. ED 126 312.

The report is a third party audit/evaluation of a research and development project to provide curriculum and staff development for the implementation of a high school career development program in two career clusters at the Lemuel A. Penn Career Development Centers Washington, D. C. A project overview is presented; major responsibilities of the evaluation team are outlined; and the findings, conclusions, and recommendations detailed. The late date of contract approval for the evaluation meant that the evaluation team was not involved in the project until it was almost completed, and personal visitation at the staff training workshops was limited. Principal data collection instruments were a participant questionnaire developed from the training objectives, interviews with project staff, and review of all available documents and materials relating to the project and training workshops. Results of the questionnaire survey are detailed in both narrative and tabular form. Based upon analysis of evaluation findings, main conclusions were that the major objectives of the RCA consulting team in workshop training were met, but that the overall program plan and stated objectives were too extensive to be accomplished in the time period allowed. More planning and project development should be implemented.

27. Goldberg, Isadore. Students and Teachers Develop English Curriculum, ESEA Title III Evaluation. Final Report. District of Columbia Public Schools, Dept. of Research and Evaluation, August 1976. ED 130 269.

The purpose of the Students and Teachers Develop English Curriculum project (an Elementary Secondary Education Act Title III program) was to encourage the adoption of innovative curriculum units and instructional strategies in District of Columbia public schools. This booklet describes program background and objectives, methods and procedures of implementation, and evaluative findings. Teachers experienced in program goals and teaching strategies cooperated with participating teachers, both within schools and in centralized workshops. The results of this approach to information exchange were significant changes in participating instructors' teaching methods and improvement of students' reading, writing, spelling, listening, and interpersonal skills.

28. Humanistic Studies, Academic and Cultural Enrichment Project: Title III Public Schools of the District of Columbia, Evaluation, Final Report, 1975-76. District of Columbia Public Schools, Dept. of Research and Evaluation, July 1976. ED 130 950.

This is the final evaluation report of a senior high school Humanistic Studies Program. This ongoing program was begun in the 1972-73 school year at Woodson Senior High School, Washington, D.C., to provide interdisciplinary academic and cultural experiences to students in grades 10-12 in art, music, literature, social studies, and history. The first half of the evaluation report identifies the program objectives, describes program operations and performance, and analyzes the performance of participating students within each program area as evidenced by test results on standardized and nonstandardized tests. Results show that the program improved student reading and writing skills to a greater extent than other classes. Students also gained a greater ability to analyze and verbalize problems and issues in a logical, consistent frame of thought. Student test results also show marked improvements in academic achievement. The appendices, which comprise half of the report, contain the test instruments used in the evaluation and data results of the evaluation.

29. Lawton, Cleopatra, and others. The World Is Your Museum: Title III Project of the District of Columbia Public Schools. Evaluation, Final Report, 1975-76. District of Columbia Public Schools, Dept. of Research and Evaluation, July 1976. ED 130 951.

This publication reports on the effectiveness of The World Is Your Museum Project in developing and implementing an art education model for elementary school children in the District of Columbia. Over the past three years, approximately 44 teachers and more than 1,000 students have made field trips into their community, visited museums, been involved in creative art projects, and used project-developed learning packages containing art and museum-related films, tapes, and teacher guides. This evaluation report provides information on two basic questions: (1) did the project accomplish its respective program objectives, and (2) how were the respective objectives accomplished? Six instruments were designed to collect information from students, parents, teachers, administrators, museum educators, and the project director. Evaluation findings show that 55% of participating students want to take part in the program next year; parents observe more interest in art on the part of their children as well as improved attitudes toward school and museums; students show an improvement in verbal, writing, and affective self-development skills; and the learning packages developed have been received well by both students and teachers. Appendices include a description of the program, including the kits and media developed and the evaluation instruments.

30. Morse Crisis Intervention Center--Project Advance: Title III Project. Final Report. Commonwealth Learning, Inc., Alexandria, Va.; District of Columbia Public Schools, Dept. of Research and Evaluation, June 1975. ED 117 157.

The Morse Crisis Intervention Center is a program of survival for the youth of the D. C. Public Schools who have been removed from the public junior high school because of disruptive behavior. The Center's ongoing activities were supplemented by Project Advance in the following specific areas during the 1974-75 school year: (1) Psychotherapeutic services were provided to alleviate or minimize disturbing behavior; (2) Individualized instruction was provided for the students using a modified open classroom technique; and (3) Enrichment activities were provided for the students. The Project Director and staff developed 23 standards, which emphasized affective, behavioral, and educational objectives. These standards formed the basis for the program evaluation. Measures of program success included a staff survey, focusing on the attainment of the 23 standards, progress on the Wide Range Achievement Test (WRAT), data from a classroom observation checklist, project director and counselor reports, and a student survey. Observational data, a student survey, A Self-Rating Scale for Students, and an Observational Rating Scale are appended.

31. Peters, Ernest L., and others. A Model Comprehensive Program in Urban Environmental Education, ESEA Title III Evaluation. Final Report. District of Columbia Public Schools, Dept. of Research and Evaluation, June, 1975. ED 124 396.

This booklet contains an evaluation of the Urban Environmental Education Project instituted in the District of Columbia Public Schools. Data were obtained from interviews and questionnaires given to project staff, teachers, and students. Seven objectives were evaluated to rate the program: (1) assisting teachers in developing programs and materials, (2) arranging for school site development, (3) providing consultants, materials, and services, (4) providing teacher training, (5) contacting other agencies and resources, (6) arranging field trips, and (7) disseminating environmental education information. Three other areas were also evaluated. Conclusions and recommendations are listed in the report.

32. Porter, Thomas J., and Hamilton, Edwin. Junior-Senior High Tutor/Aide Program at Malcolm X Elementary School, ESEA Title III Evaluation. Final Report. District of Columbia Public Schools, Dept. of Research and Evaluation, August 1975. ED 120 249.

This project proposes to select, train, and utilize junior and senior high school students from neighboring schools as tutors for their young peers and as aides to the instructional team. Projected results of the program are that tutees will improve skills in reading, math, and special interests; that there will be an increase in individualized instruction and specific assistance to the tutees; that self-image and self-concepts of tutor/aides and tutees will increase; and that there will be improvements in the teaching/learning environment. Since this evaluation comes at mid-point of a projected two-year project, major emphases of this evaluation focus on the effectiveness of the program in meeting the projected goals at mid-point and abstracting from the first year's experience that essential information needed for planning and decision making during the second project year. The evaluation methodology is discussed and results indicate: the project is on the way to meeting the goals, internal documentation is more than adequate, teachers indicate a positive effect on the instructional program, administration and management is sound, tutor/aides express satisfaction with roles, all students show an increase in reading and math skills, and teachers and tutor/aides are fairly congruent in their perceptions of the project.

33. Shared Accountability: A Pilot Program for Improving Education in the District of Columbia Public Schools through Community and Professional Involvement. District of Columbia Public Schools, Dept. of Research and Evaluation, June 1975. ED 118 671.

The goals of this project are to assist schools in developing community ranked educational goals, to assess needs (i.e., to determine how well community ranked educational goals are being met), and to determine who among a number of groups are responsible for carrying out the goals as viewed from the local schools level. The concept of shared accountability used is considered to imply a willingness of the parties involved to go on record as to their respective impact on responsibility for the learning process and student success. The search for materials and techniques to be used in developing the model program, along with site selection and arrangements for implementation are reviewed. Implementation of the program is examined in terms of three parts corresponding to the goals. Each part describes the process of implementing the results and possible uses of data. Valuable experience and information is held to have been gained from the process of implementation itself and also new insights into the uses of the process. It is shown that the process of implementation encourages participation within the school/community, and that it creates a momentum which can be channeled into followup activities such as a management plan to develop more efficient utilization of resources. Several tables and appendices accompany the report.

34. Walder, Leopold O., and others. Project Inspire. ESEA Title III Evaluation. Final Report. Behavior Service Consultants, Inc., Greenbelt Md., July 1976. ED 129 935.

The purpose of this report is to provide information on the findings of the evaluation of Project Inspire, a compensatory education program at Francis Junior High School, D.C., aimed at overcoming deficiencies in reading, writing, arithmetic, oral expression, and other academic areas. Review of documents, formal and informal interviews, questionnaires, and direct observations were methods developed and used to assess the correspondence between objectives of the program and its accomplishments. Findings derived from formal analyses of available data showed a program that had made progress toward achieving some of its objectives. Recommendations of the report include the following: that multimedia counseling programs, procedures to reward academic achievement, data collection relating to absenteeism, dropouts, and suspensions, and the referral of disruptive students be continued; that student service committees be reactivated; that efforts be made to initiate work in the child abuse and neglect component of the project; and, that the design of the project be reviewed by an external evaluator before project start-up.

35. Walder, Leopold O., and others. Recycling the Community School: ESEA Title III Evaluation. Behavior Service Consultants, Inc., Greenbelt, Md., August 1975. ED 121 857.

An evaluation of the "Recycling the Community School" program at Alexander Shepherd Elementary School in Washington, D. C. was conducted. The program's major objectives were: (1) initiation of the development of a multi-modal curriculum that focuses on raising of achievement of 80 percent of students in the essential skills as measured by a criterion-referenced test; (2) examination of the existing physical facility, and development of a design, through seminars and simulated learning environments, for recycling the physical facility; (3) to insure that 50 percent of the school personnel will be in the process of using diagnostic and prescriptive techniques; and (4) to modify the school's organizational structure to maximize parent and community involvement. Review of documents, formal and informal interviews, questionnaires, and direct observations were the main methods used to assess the correspondence between the objectives of the project cycles and its accomplishments. The findings derived from the analysis of the data point to a program that shows progress but is behind schedule in the achievement of some of its objectives. The primary reason for this seems to be delays encountered in the hiring of key personnel. The results of analyses of the data, conclusions, and recommendations to continue some of the practices while modifying others are provided in this final evaluation report.

36. 1975 Summer Skills Centers Evaluation Report. District of Columbia Public Schools, Dept. of Research and Evaluation, October 1975. ED 128 356.

The 1975 Summer Skills Center program in the District of Columbia public schools consisted of elementary centers serving students in grades 3-8 and secondary centers serving students in grades 9-12. It called for instructional groupings containing students of several grade and age levels. Teachers were to be activity coordinators for individualized instructional programs designed to strengthen students' individual skills. Curriculum content was to emphasize communication and mathematics skills taught through four symbol systems: mathematics, music, art, and reading. To facilitate their functioning in a nongraded, multidisciplinary approach, teachers in the summer program were to be provided with relevant staff development. An evaluation was carried out by the Division of Research and Evaluation in order to determine the extent to which the evaluation objectives were met and to provide information useful to future summer program planning. It included a Principal's Interview Guide, a Staff Survey Form, a Student Data Form, and an Attendance and Grade Form. A summary of the findings is reported.

FAIRFAX COUNTY PUBLIC SCHOOLS

37. McCarthy, Robert E., and Bakaitis, Patricia. Effects of Music Therapy on Handicapped Students: A Title VI-B Project. Fairfax County Schools, September 1975. ED 121 045.

Evaluated were the effects of music therapy sessions on the behavior of approximately 300 moderately retarded, physically handicapped and multiply handicapped students. Data on attentive behavior and disruptive behavior were recorded by 37 special education teachers, 25 instructional aides and one principal who were trained to observe and record target behaviors. Music activities, led by music therapists, included singing, dancing, playing instruments, exercising to music, and simple composing. Emphasized were language, socialization, motor and basic academic skills. Results of a multiple linear regression analysis of variance performed on approximately 2,700 separate sets of observations indicated a significant gain in attentiveness and a decrease in disruptiveness during the music therapy program.

GRANITE SCHOOL DISTRICT (SALT LAKE CITY)

38. Operation Prime Program (Central Junior High School) Title I Evaluation, 1973-76. Granite School District, 1976. ED 131 429.

This document consists of reports (for the 1973-1974, 1974-1975, and 1975-1976 school years) of an individualized reading and math program designed for secondary school students functioning below their grade level. The program involves a management system using flow charts, independent study, student motivation provided by free time in a reinforcing activity, tutoring when necessary, the recording of daily progress, and monetary rewards for excellence in work or behavior. The reports contain details on program costs, project activities, test scores, parent participation, and a 1975 follow-up study on Operation Prime students.

INDEPENDENT SCHOOL DISTRICT 89, OKLAHOMA CITY

39. Frazier, William D. Academic and World of Work Gap-Bridging through Career Education. Interim Report. Oklahoma State Dept. of Vocational and Technical Education, Stillwater, July 1975. ED 126 298.

The interim report describes the second year activities of a three-year project to provide an integrated career education curriculum for students in grades K-14 in the Oklahoma City Public School District. Detailed are the goals and objectives, procedures, results, accomplishments, and conclusions and recommendations. Appendices include a list of career education speakers, career education tours, inservice workshops held, and publicity examples. The major portion of the document consists of the report of the third party evaluation team from Central State University. Evaluation techniques included use of the project planning guide to determine the extent to which objectives had been met; school visitation; and interviews with students, teachers, media specialists, and counselors at various grade levels. Based on the findings of the evaluation committee, a list of general conclusions and recommendations was submitted. Also documented is the present status of recommendations made by the evaluation team in the previous year. Twenty-eight appendices to the evaluation report include: the proposal for the third party evaluation, the interview forms used, and results of a questionnaire assessment of the career education project conducted by the Department of Research and Statistics of the Oklahoma City Public Schools.

JEFFERSON COUNTY (LAKEWOOD)

40. A Parent Education and Preschool Program with Added Dimensions. Jefferson County Public Schools, 1975. ED 122 954.

This booklet describes the Title III ESEA Program, "Added Dimensions to Parent and Preschool Education," which was designed and implemented by the Jefferson County Public Schools in Lakewood, Colorado. The objectives, history, description, and evaluation of the Jefferson County Program are presented as well as detailed information on the procedures for starting up such a program. A list of materials available from the program and their prices are also included, along with a bibliography of reading materials for parents and early childhood educators.

JEFFERSON COUNTY BOARD OF EDUCATION (LOUISVILLE)

41. A Final Program Report from Louisville Public Schools and the University of Louisville 1971-1974. Louisville Public Schools; Louisville Univ., Ky., School of Education; Midwest Center/Consortium for Planned Change in Pupil Personnel Programs for Urban Schools, Bloomington, Ind., 1974. ED 116 100.

As part of the Midwest Center/Consortium for Planned Change, the University of Louisville School of Education and the Louisville Public Schools designed a program for the training of a "new professional" to help alleviate problems of inner-city students. Main goals of the program were: (1) to improve the competence of pupil personnel workers by helping them understand the culture, value system, and community standards of the clients being served, and help them improve their skills in consulting with parents; (2) to increase the effectiveness of the pupil personnel staff by providing an opportunity for personal growth and development through group interaction experiences;

(3) to develop an effective model for the operation of a Pupil Personnel Team in individual schools; (4) to develop a model for the resolution of staff and administrative problems; and (5) to redefine the role of counselors, whereby they become consultants to teachers as well as counselors to students. Parents of students were actively involved in the program. Pupil personnel workers enrolled in the university to take courses and participated in several workshops organized to realize the goals stated. Most of the major goals of the program were realized.

LOS ANGELES UNIFIED SCHOOL DISTRICT

42. Armor, David, and others. Analysis of the School Preferred Reading Program in Selected Los Angeles Minority Schools. Rand Corp., Santa Monica, Calif., August 1976. ED 130 243.

In 20 elementary schools participating in the Los Angeles School Preferred Reading Program, gains in reading achievement were examined in order to identify school and classroom policies that were most successful in raising reading scores of inner-city children. All schools sampled displayed large or consistent gains for sixth-grade reading achievement, had predominantly minority-group student bodies, and were located in low-income neighborhoods. Data on school and classroom practices were gathered by interview and questionnaire from principals, reading specialists, and classroom teachers in the target schools. Background and demographic information and reading test scores for grades three through six were recorded for members of the sixth-grade classes of 1974 and 1975 from their junior high school records. Background factors and reading test scores in earlier grades were found to account for the largest part of the variation in sixth-grade achievement, but variables reflecting particular school experiences also had significant influence. These factors are described and illustrated in the report. Overall, the results are interpreted as supporting the continuation of the School Preferred Reading Program.

43. Composite Profile of a Los Angeles City 1973 High School Graduate. Report No. 349. Los Angeles City Schools, Research and Evaluation Branch, May 1975. ED 118 605.

The third and final phase of the examination of the 1973 graduates of the Los Angeles Unified School District are presented. Secondary school records were examined in relationship to the graduates' sex, the socioeconomic background of the school of graduation, and the post-high school experience of the graduates. Nearly all the data in this study were derived from the secondary school cumulative records of the graduates. The study was limited to graduates who responded to a followup questionnaire sent to them in May 1974. Findings indicated that the typical graduate of Los Angeles senior high schools: (1) was 17 years and 11 months of age; (2) had senior high school grade-point average of 2.71 (B-); (3) had an intelligence quotient of 98.1; (4) had a reading score on a standardized test that placed the graduate at the 45th percentile on national norms; (5) had a mathematics score on a standardized test that placed the graduate at the 44th percentile on national norms; (6) had a 47% chance of completing an academic course of study; (7) had a 78% chance of entering the Los Angeles Unified School District during his elementary school years (grades 1-6); (8) had an 89% chance of spending his entire senior high school career in one school; and (9) had a 63% chance of being enrolled in a four-year or a community college one year after graduation. Tables provide comparative data.

44. Crawford, Alan N. Aides to Career Education, 1974-75: An Evaluation. Los Angeles City Schools, Research and Evaluation Branch, 1975. ED 117 419.

The Aides to Career Education (ACE) Program, a Los Angeles Vocational Amendments Part A project, employs instructional aides to help disadvantaged vocational education students develop positive attitudes toward education and employment, more cooperative behavior, pride in their course work, efficiency in completing assigned tasks, and improved attendance. The purpose is to improve the students' educational performance and employment potential. The evaluation included: (1) analysis of quantitative data; (2) administration of questionnaires to certified, classified, and student personnel; (3) on-site visitations by project administrators; and (4) a comparison study of student achievement. The findings are presented and discussed, concluding that the program effectively met its overall goal of increasing individual assistance to disadvantaged vocational education students and had a generally positive effect on them. The aides' greatest efforts were in direct assistance to students, as guidelines required. Project objectives for median rating of 3.0 or more (on a 1-to-4 scale) in selected program aspects were met, except for the dropout rate and school attitudes. Grades in ACE classes were slightly higher than in others, but citizenship grades were similar. Inservice education was generally effective. The number of aides and their hours were deemed inadequate. Survey instruments and human relations workshop evaluations are appended.

METROPOLITAN NASHVILLE - DAVIDSON COUNTY PUBLIC SCHOOLS

45. Gray, Kenney E.; and others. A Needs Assessment of Employment Demands/Interest for Nashville - Davidson County Metropolitan Public Schools. Ohio State Univ., Columbus, Center for Vocational and Technical Education, May 1975. ED 115 929.

The results of several surveys conducted to assess current employment needs and student and parent interests in greater Nashville (Tennessee) are reported. The needs assessment was conducted in an effort to generate information which would be useful for planning expanded vocational education programs in the metropolitan public schools of Nashville-Davidson County. The findings of the surveys are reported in five chapters as follows: (1) Nashville area employment needs survey for 1976, (2) entrance requirements for highest demand occupations, (3) student and parent survey findings, (4) perceptions of curricular needs by school personnel, and (5) recommendations.

46. Hooper, Richard. The Good Friends Volunteer Program Evaluation Report. Nashville-Davidson County Metropolitan Public Schools, August 1976. ED 132 141.

This evaluation report relates data pertaining to the 1975-76 school year. The Good Friends Volunteer Program was established in 1975. During the 1975-76 school year, over 3,000 volunteers in 110 schools participated in the Good Friends program. Duties included giving individual attention to students; enriching programs in such areas as music, art, dramatics, and crafts; tutoring in reading or math; helping in the library, office playground, or clinic; preparing instructional materials; and transporting

other volunteers. Volunteers worked as little as one hour per week up to as much as 30 hours per week. The program evaluation consisted of administering five questionnaires to the affected population--volunteers, teachers, local coordinators, principals, and students in grades 5-12--and interviewing a sample of students in grades K-4. Results are reported for each survey question, and the percentage of responses for each question is noted. On the whole, the Good Friends Volunteer Program received a positive evaluation. The appendices provide samples of the survey forms, guidelines for the Good Friends program, and an organizational diagram.

METROPOLITAN TORONTO SCHOOL BOARD

47. Deosaran, Ramesh. Educational Aspirations, What Matters? A Literature Review. Toronto Board of Education, Research Dept., November 1975. ED 127 497.

The literature review attempts to identify: 1) what we know and don't know about post-secondary aspirations, expectations, and access; and 2) where and how it is possible for us to embark on solutions or further investigation. The research in this area has been heavily sociological. Socio-economic background, family size, community origins, availability of educational facilities, birth order, sex, language, ethnicity, significant others, and information access were generally used as independent or background variables with students' aspirations and expectations as dependent variables. The relationships are now quite clear. For instance, statistical comparisons show that a lower-class student from a rural background has less chance of aspiring or expecting to enter a university than does his rich, urban counterpart. Females have less chance than males. So do students from large families, especially lower-class families. While these variables do interact, the general relationships hold even when mental ability is controlled. However, we do not have a full understanding of the relative influence of students' financial ability or value orientation. While some believe that money matters, a significant portion of the relevant research, at least tentatively, suggests that attitudinal factors are as important as financial considerations. We also do not have a clear understanding of some of the psychological variables which may mediate between students' sociological conditions and their post-secondary plans. Some suggestions are made for further research and the school's role.

48. Gershman, Janis. The Evaluation of Special Education Programs: Past Attempts and Present Directions. No. 134. Toronto Board of Education, Research Dept., November 1975. ED 119 415.

The literature on issues relating to the evaluation of special education programs with special emphasis on the comparison of regular versus special class placement and the Canadian program is reviewed. Results of studies dealing with effects of mainstreaming or special class services are reviewed in terms of social acceptance by peers, self concept, and attitude toward school. Four models to improve delivery of services to handicapped children are compared. Also reviewed are effects of socioeconomic influences on school achievement and adjustment and followup studies on the effects of special education. Identified and discussed are new directions such as more process oriented

(rather than outcome oriented) evaluation approaches, a decrease in the categorization of children using medical and psychological terms; attempts to match students to teaching systems, and prevention of later disability through early identification and intervention.

49. Gershman, Janis. The 1975 Every Student Survey: The Background of Students in Special Education and New Canadian Programs. Research Report No. 141. Toronto Board of Education, September 1976. ED 130 464.

Presented is the final report based on the 1975 Every Student Survey describing the demographic characteristics of about 13,000 students in the Toronto school system who are enrolled in the New Canadian and each of the 15 Special Education programs. The report described the socio-economic background, mother tongue, country of birth, and family situation of the students. Also reported are the number of males and females in each program, the amount of time that students actually spend receiving special services, and relationships among the different background variables. Outlined are findings such as the following: generally, in special programs, males are over-represented; students from the lower socio-economic groups are over-represented; there are few immigrants; students are mainly English-speaking; and many of them come from one or no parent families. Results are presented in tabular form, and letters to the special education teachers and the survey form are appended.

50. Purbhoo, Mary, and Shapson, Stan. Transition from Italian. Toronto Board of Education, Research Dept., October 1975. ED 117 984.

This report provides a comprehensive view of the two-year kindergarten program for children from Toronto's Italian community which ran from September 1973 to June 1975. The transition program and its participants are described, and the program is examined in relation to the implicit goals with the aid of comparisons with students in regular kindergarten classes. The transition program children learned English at a rate equal to that of similar children in regular programs, despite being exposed to Italian for most of the first year, and they participated more in class discussions, a sign that their adjustment to school was made easier. Parents of the transition children attended more official school functions and talked regularly with the teacher on an informal basis. These results suggest that the program generally has been successful in meeting its goals in the short term and that the transition model is viable for children in kindergarten. Other benefits or drawbacks may not emerge until later in the children's school career. The context in which a program of this nature is implemented is extremely important. Various considerations and procedures that might be required in other contexts or with alternative program models are discussed in the summary of the report.

51. Reich, Carol. A Study of Interest in Part-Time Employment Among Non-Teaching Employees of the Board. Report No. 132. Toronto Board of Education, Research Dept. September 1975. ED 120 429.

A one-third random sample survey of 1,128 nonteaching, full-time employees (clerical, trades, technical, professional, managerial, and instructional support categories) of the Toronto Metropolitan Board of Education was conducted to determine their degree of interest in part-time work. The analysis, based on questionnaire responses of 458 current employees, indicated that the level of interest in part-time work at any one time is relatively low, about 12% evenly split among males and females. However, 33% of the employees reported an interest in part-time work at some point in their lives, with interest over the total working life being higher among women than men. Most employees with an interest in part-time work preferred such a schedule for a relatively brief period of their lives, from one to five years. Reasons for a preference of part-time employment included: other interests, further education, child care, and other family responsibilities. A second questionnaire was mailed to 203 married women who had left Board employment between 1972 and 1975. The 102 responding employees showed a higher degree of interest in part-time work, with 37% presently preferring part-time employment and 69% preferring future part-time work. Questionnaires are appended.

52. Wright, E. N., and Reich, C. M. Language: A Study of Fundamental Skills, No. 108. Toronto Board of Education, Research Dept., September 1972. ED 117 648.

During the school year 1971-72, a study of language skills was conducted in the city of Toronto, Ontario. Scores on the Gates-MacGinitie Reading Test were analyzed for many students in grades four, six, eight, and nine. Students scored at grade level with reference to the United States norms of this test. The vocabulary and reading subsections of the Canadian Tests of Basic Skills were also administered to groups of students in grades four, six, and eight in order to compare the two tests. The relative performance of students on this test was similar to performance on the Gates-MacGinitie; however, the scores were several months lower. A questionnaire was administered to a sample of sixth graders concerning their reading activities and their parents' reading activities. In general, the sixth graders reported that they and their parents engaged in many reading activities. The favorite themes of the children were mystery, adventure, and horror. Analysis of compositions collected from a sample of eighth graders showed that most of the students can write a coherent narrative of acceptable prose. Parents' occupation was found to be related to all three measures of language ability, with higher occupational status being associated with higher scores.

MILWAUKEE PUBLIC SCHOOLS

53. Milwaukee Bilingual/Bicultural Education Program 1974-1975. Milwaukee Public Schools, Dept. of Educational Research and Program Assessment, 1975. ED 118 585.

This report covers the 1974-1975 extension of the Elementary and Secondary Education Act (ESEA) Title VII Milwaukee Bilingual Education Program which began as a five-year project in September 1969. This program was initiated to develop a bilingual curriculum for schools with Spanish-American populations. Federal legislation, which supports the Milwaukee program, was designed to meet the special needs of children who have limited English proficiency and who come from environments where the dominant language is other than English. In order for

Spanish-background children to become more broadly-educated adults, they must be afforded educational opportunities at least equal to those available to other children. Bilingual education was and is considered to be a basic and essential framework to provide these opportunities. The total bilingual program had three main components: an elementary program, a secondary school program, and inservice training for staff. This report describes each of these programs along with the specific objectives and the findings on which the evaluation was based.

MINNEAPOLIS SPECIAL #1

54. Bergeth, Robert L. The High Potential Program in the Minneapolis Schools: An Evaluation. Minneapolis Public Schools, Dept. of Research and Evaluation, August 1975. ED 128 385.

The Minneapolis Public Schools High Potential Program for gifted elementary children in grades four through six began December 2, 1974. Twenty-one schools and approximately 353 students participated. Programs in math, science, social studies-modern language, and creative writing were offered. The purpose of the program was to offer a challenging enrichment experience for high ability students. Students were challenged to learn subject matter in much greater depth and breadth than their regular classroom experience and also were exposed to new ideas and concepts. A specialist in each of the subject areas provided the instruction. The High Potential Program was very successful according to the views of high potential students, their parents and teachers.

55. Bergeth, Robert L. Minneapolis Public Schools 1975 Title I Summer School Program: An Evaluation. Minneapolis Public Schools, Dept. of Research and Evaluation, December 1975. ED 120 201.

The objectives of the Minneapolis summer school program, which was aimed at those youngsters showing the greatest need as determined by the fall 1974 needs assessment, were to maintain and/or improve the reading skills; math skills; and attitudes toward school, reading, math, and self of Title I students. This study was based on randomly selected pre-3rd grade and pre-4th grade students who were tested at the beginning and end of summer school. Key findings were: (1) it appears that the reading skills of pre-3rd and pre-4th graders were either maintained or improved; (2) the reading objective was also met or exceeded as determined by the student's performance on the Dolch Word List; (3) while students appeared to make progress in reading, there were still many students who couldn't identify words which were introduced to them in their initial reading books in Book A (pre-primer 1) and Book B (pre-primer 2); (4) student attitudes toward summer school were very positive; (5) student attitudes toward reading and math were generally positive and little or no difference existed between the pre- and posttest. A number of recommendations are given. A student attitude questionnaire is appended.

56. Clark, Sara H. Basic Skill Centers of Minneapolis 1973-74. Minneapolis Public Schools, Dept. of Research and Evaluation, November 1974. ED 117 139.

Two Basic Skill Centers were set up in 1968 to help inner city students improve their reading skills. The Centers were supported mainly by the Minneapolis Public Schools although ESEA Title I funds provided teacher aides. This report covers the sixth year's operation of the project. Substantial changes in the Centers' operations are described. The goals of the project since late 1970 have been the achievement of functional literacy by disabled readers and nonreaders from grades 4 through 9 in Target Area schools and the development of an instructional program to make it possible. The newly developed Basic Skill Centers Reading Program provided all curricular materials. A multimedia approach was used which included teaching machines as well as individual instruction in related classrooms. Individualized instruction was provided for 595 Title I students from grades 4-9 from 22 public schools. The students, who came from Title I Target Area schools, made grade equivalent gains well above what would have been expected for average children working at the reading levels of the Gates-MacGinitie Comprehension tests, which were the measuring instruments. From 81 percent to 90 percent of the students made grade equivalent gains greater than expected for the pre- and post-test span of six to seven months.

57. Clark, Sara H. Mobile Learning Centers of Minneapolis 1973-74. Minneapolis Public Schools, Dept. of Research and Evaluation, December 1974. ED 117 140.

Self-teaching machines housed in trailer-classrooms were used for the fourth year to help 351 students in two Minneapolis Title I secondary schools improve their reading skills. A gain of 1.4 grade equivalent months by 25 percent of the students (using Gates-MacGinitie Comprehension tests) for each month on roll was the specific objective of the project. Furthermore, 50 percent of the students were to show a gain of at least one grade equivalent month for each month on roll. The project featured the use of three-button response machines with both commercially and locally developed materials. Machines were housed in two large trailers which were located at Bryant and North secondary schools. Although students operated the machines and tested their own progress at the end of each lesson, assistance was available from the certified reading teacher and paraprofessional who staffed each trailer. In 1973-74 gain scores were obtained from only 39 percent of the students because of pupil transfers, truancy, and faulty testing procedures. On the basis of the small number (136) of students tested, the project met its objectives in that 71 percent gained at the rate of 1.4 grade equivalent months for each month on roll and 76 percent gained one grade equivalent month for each month on roll. It was recommended that the Mobile Learning Centers' program be continued.

58. Clark, Sara, and McCormick, Thomas. The Title I, ESEA Program in Minneapolis: 1974-75. An Evaluation. Minneapolis Public Schools, Dept. of Research and Evaluation, November 1975. ED 118 656.

This report was prepared as partial fulfillment of the evaluation requirements given in the state of Minnesota's Regulations and Guidelines for Title I ESEA. Objectives for the program were given in terms of gains measured by teacher judgement and achievement tests. Results in terms of test data will be reported at a later time. Results, based solely on needs assessment data, showed that the program failed to meet those objectives which were based on teacher ratings. The percentage of Title I eligible students who had been rated poor or seriously deficient in

reading and/or math in fall 1974 and were rated one level higher in spring 1975 were from 7 percent to 31 percent below the percentage stated in the objectives. Discussion of the teacher judgment discrepancies suggests that there was no empirical basis for the expected percentages of students given in the objectives who would be rated one level higher in the spring. Descriptions of projects that were active in 1974-75 are included along with a history of the development of the overall Title I program in Minneapolis. Recommendations will not be made until the achievement test data analysis has been completed.

59. Dysinger, Dale W. Title VIII Student Support Program: Minneapolis Public Schools. Final Evaluation Report. Minneapolis Public Schools, Dept. of Research and Evaluation, July 1975. ED 118 643.

The Title VIII Student Support Program (SSP) of the Minneapolis Public Schools was initiated in the 1971-72 school year. This report describes activities of the project for the final (fourth) year and includes descriptions and some comparisons with the previous years. The purpose of the program is to design and implement various ways of reducing the student dropout rate for grades 7-12 at two junior high schools and two senior high schools in inner city Minneapolis. During the course of the four year operation the program has been organized within three components: the Education Component, the Student and Family Support Component and the Work Experience Component. Since the dropout rate for American Indian students in Minneapolis schools is especially high, many of the students selected for the program were American Indians. Although improvements were evident in the three program components, the program has not shown a significant effect on the dropout pattern. Lack of attendance and tardiness still seemed to be large factors with most students in the program regarding work programs and school attendance.

60. Farnam, Jeffrey R., and others. A Survey of Parent Opinions About Educational Alternatives in Minneapolis North Area Elementary Schools. Report C-74-53. Minneapolis Public Schools, Dept. of Research and Evaluation, June 1975. ED 118 627.

The majority of the parents answering the survey preferred program characteristics that fell between the most traditional-structured and the most flexible-open types of educational programs. The majority of parents also preferred that: parents and students be involved in school decisions; the curriculum include required courses, specific courses in basic skills, courses to meet the specific needs of their children, and work on feelings and attitudes. They also requested that several teachers be available to their children, and that teachers do most or all of the teaching; that children have some responsibility for their own learning; that their children progress through a subject at the same speed as others, but be given extra work or help if they progress faster or slower than others. In addition, they asked that the work environment be quiet and orderly, with some student freedom and passive learning opportunities, equal emphasis on competition and cooperation, some participation in group projects with other children, and some activities in the community. They wished to have their children work, play, and study with students of the same age or grade, or within one or two years younger or older than their children.

61. Faunce, R.W., and others. An Approach to Setting Educational Goal Priorities in the Minneapolis Public Schools. Minneapolis Public Schools, Dept. of Research and Evaluation, July 1974. ED 117 163.

In 1970, at the request of the School Board, the Minneapolis Public Schools began a review of the school district's goals. Several approaches to establishing and revising goals were used. By January 1974, 1,506 people in Minneapolis had participated in the goals ranking procedure. This group included 630 community representatives, 569 personnel, and 307 senior high school students. Agreement among the three groups--parents, school personnel, and students--was relatively high on the importance of the various goals. All three groups gave high rankings to the goals of reading and writing, pride in work, learning to respect and cooperate with people with whom they work and live, and developing good character and self-respect. The three groups gave relatively low priorities to goals related to understanding skills of family living, understanding democratic ideas and ideals, understanding the ideas of health and safety, and gaining information needed to make job selections. A critique of this approach to goal ranking is given. Recommendations are made.

62. Higgins, Paul S. The Conflict Resolution Desegregation Aides Component of the Minneapolis Schools' 1973-74 Emergency School Aid Act Project: An Evaluation. Minneapolis Public Schools, Dept. of Research and Evaluation, December 1974. ED 117 141.

The Conflict Resolution Component of the Minneapolis Schools' 1973-74 Emergency School Aid Act Project provided 20 paraprofessional Desegregation Aides for nine desegregating public schools (8 junior highs, 1 high school). The Component also funded a Coordinator of Desegregation Aides and a program of pre- and in-service training to help Aides reduce various types of conflict in schools, to improve interracial relations, and to act as liaisons between schools and the neighborhoods from which students were bussed. The objectives of the component were (1) prevention of major racial conflicts leading to school closing; (2) prevention of any increase in student-student conflict, as measured by suspension rates attributable to such conflicts in 1972-73 vs. 1973-74; (3) prevention of any increase in student-teacher conflict, as measured by suspensions attributable to such conflicts; and (4) among white students, an increase in liking toward minority students, as measured by 1973 vs. 1974 administrations of the Student Opinion Questionnaire (SOQ). Objective 1 was met. Attainment of objectives 2, 3, and 4 could not be measured directly, because the relevant data were not available. This report, prepared by an independent evaluation, includes a brief description of the Aides and a discussion of the Aides' enacted role. Approximately two-thirds of the Aides represented racial minorities. Aides' most time-consuming activities were monitoring the halls and cafeteria, and talking with students and school staff about interpersonal conflict.

63. Higgins, Paul S. The Desegregation Counselor Aide Program of the 1974-75 Minneapolis Emergency School Aid Act Project: Staff and Student Perceptions. Minneapolis Public Schools, Dept. of Research and Evaluation, June 1976. ED 131 126.

During 1974-75, 86 Desegregation Counselor Aides worked in 39 desegregated Minneapolis public schools. About three-fourths of the Aides served elementary schools. Aides attempted to resolve student-student and student-teacher conflicts, to improve inter-racial attitudes, and to act as liaisons between schools and the neighborhoods from which students were bussed. The \$507,625. in federal ESAA funds awarded Minneapolis for operation of this program were used to employ Aides; to hire three coordinators of Aides; to conduct pre- and in-service training; and to collect questionnaire data on program activities from school administrators, students, and Aides themselves. This report describes the operation of the program and provides some information concerning program impact. The decision not to measure the program's stated objectives of reduced interpersonal conflict and improved interracial attitudes was based on consideration of the evaluation budget and other factors. Five questions were addressed in this report: (1) How did the program operate during 1974-75; (2) What contribution did Aides make to conflict resolution; (3) What were some of the characteristics of Aides' best work; (4) How great is the need for such a program; and (5) What recommendations should be made.

64. Higgins, Paul S. The Intermediate and Junior High Reading Programs of the 1974-75 Minneapolis Emergency School Aid Act Project: An Evaluation. Minneapolis Public Schools, Dept. of Research and Evaluation, May 1976. ED 131 125.

Two Emergency School Aid Act (ESAA-funded compensatory education) reading programs served 1900 Minneapolis students in desegregated schools during 1974-75. Both programs generally met their objectives for comprehension gain among disabled readers. Students in the ESAA Intermediate Reading Program achieved a median rate of about 3 grade-score months of comprehension gain for every month enrolled in the program. Students in the Junior High Reading Program made slightly less than 2 months gain per month enrolled, if such students entered the program with pretest grade scores of 3.9 or less. For Junior High Program students entering with grade scores of 4.0-6.0, the median monthly gain rate was about 3. Differences among schools in gain rates are discussed in this report. Reading gains were measured using Gates-MacGinitie Primary C or Survey D comprehension tests. Both programs emphasized the use of audiovisual teaching machines, and commercial and Minneapolis-Schools-produced lessons usable with these machines. The frequency of use of various materials is reported. An evaluation of these programs was conducted by the Minneapolis Schools' Research and Evaluation Department. In the event that programs like these are funded in the future, the evaluator recommends (a) changes in pre-post testing procedure, including alternate forms and diagnostic-type tests; (b) use of a control-group evaluation design; (c) careful consideration of information needs among staff and funding agencies before beginning evaluation; (d) greater efforts to recruit both Native Americans and teachers with reading certification for staff positions.

65. Higgins, Paul S. The Mathematics Component of the Minneapolis Schools' 1973-74 Emergency School Aid Act Project. An Evaluation. Minneapolis Public Schools, Dept. of Research and Evaluation. December 1974. *ED 117 142.

The Emergency School Aid Act (ESAA) Math Component was designed to improve mastery of math basic skills among the lowest achieving math students in 8 desegregating public junior high schools, junior-high-level grades in 6 nonpublic schools, and the ninth grade in one public high schools. The Math Component consisted of 25 teacher aides, a part-time Math Coordinator, a curriculum of workbooks and tests of the Mathematics Basic Skills Development Project (MBSDP). The Math Component not only met, but surpassed its two objectives for mastery gain among remedial students. Objective I required 50 percent of ESAA students to maintain or improve their relative standing (percentile) among same-grade peers from fall to spring on the Minneapolis Arithmetic Computation Test (MACT). About two-thirds of the students met this objective, and therefore had a spring percentile rank which was the same as or higher than, their fall rank. The interpretation of these MACT gains is, however, clouded by a possible regression artifact. Objective II required 50 percent of the students to earn "Master-Gain Points" on MBSDP units at the rate of 40 per year. Again, two-thirds of the students met this objective: Recommendations for program improvement included: (a) a more efficient system for MBSDP materials distribution; (b) a formal commitment by participating schools to use ESAA aides, to use MBSDP materials, and to organize participating teachers and staff; (c) a full-time coordinator and (d) careful planning to avoid unintended overrepresentation of racial minorities in the ESAA Math Component.

66. Higgins, Paul S. The Reading Component of the Minneapolis Schools' 1973-74 Emergency School Act Project: An Evaluation. Minneapolis Public Schools, Dept. of Research and Evaluation, December 1974. ED 117 166.

The Reading Component of the Minneapolis Schools' 1973-74 Emergency School Aid Act (ESAA) Project was designed to improve reading comprehension among the poorest reading students in eight desegregating public junior highs and the poorest reading junior-high-age students in six nonpublic schools. The Reading Component not only met, but surpassed, its objectives for comprehension gain among disabled readers. Objective I stated, in part, that students with pretest comprehension grade-scores of 0-3.9 would show a median of 1.5 months comprehension gain for every month in the ESAA program; in fact, these students achieved a median gain rate of 2.4. Objective II stated, in part, that students entering the Component with pretest scores of 4.0-6.0 would have a median rate of 2.5 months gain per program month; the actual median rate for Objective II students was 3.1. Also, within each separate school, the ESAA students usually surpassed Objective I and II. In every public school approximately 60 percent of the Objective I students exceeded the expected median gain-rate of 1.5. Factors possibly accounting for differences among schools in gain rates are discussed.

67. Johnson, Lary. Participant Reactions to Three Years of Human Relations Program in the Minneapolis Public Schools 1972-1975. Minneapolis Public Schools, Department of Research and Evaluation, June 1975. ED 120 200.

Minneapolis Public Schools (MPS) staff members have participated in Tuesday released time human relations activities for three years to improve the climate of mutual trust and respect among members of the school community, to develop interpersonal communication skills, and to become more sensitive to values and attitudes of others. Using participant responses to a post-program questionnaire (80 percent response, 2,700 people) as a rough measure of program effectiveness, the results appear to be mixed. Some of the more favorable results were that the majority of the participants said that the Human Relations Program was worthwhile, that relationships among staff improved, and that their understanding of other racial and cultural groups improved. Some of the less favorable results were that the activities at some schools were rated positively by less than half of the participants, and that about 30 percent of the total group of participants did not feel that the three years of human relations activities had an impact on their relationships with adults and students in their school setting. Recommendations and directions for the future are proposed.

68. Johnson, Lary. Preferences for Educational Alternatives Expressed by Parents of Students in Minneapolis West Area Schools. Minneapolis Public Schools, Department of Research and Evaluation, January, 1975. ED 117 137.

Parents of students who attended public schools in the West Area of the Minneapolis school district were surveyed in the Fall of 1974 to (1) determine parent feelings about educational alternatives, (2) give parents input into the decision-making process, and (3) provide parents with information about educational choices and alternatives. The study was conducted by a committee of West Area staff and parents, and the Minneapolis Public Schools' Research and Evaluation Department. Questionnaires were returned by the parents of 2,068 randomly selected students. Eighty-one percent of the mailed questionnaires were returned. More than seventy-five percent of the parents said that having alternative educational programs provided was important to them. Thirty-eight percent of the parents of elementary students were willing to have their children transported to any school in the West Area to get the program of their choice, 43 percent were willing to have their children transported to a school adjacent to their children's present school, while 19 percent said they would choose the nearest available school regardless of the program offered. Parent responses for each school are included in the report.

69. Johnson, Lary. School-Related Attitudes of Students Attending Secondary Alternative Schools. Report C-75-45. Minneapolis Public Schools, Department of Research and Evaluation, October, 1975. ED 118 631.

In the spring of 1975, three alternative secondary schools in the Federation of Alternative Schools, with the help of the Minneapolis Public Schools' Research and Evaluation Department, surveyed their students. The 66-item questionnaire, which was developed to provide an overall assessment of student attitudes and information for program improvement, was completed by more than 75 percent of the students enrolled in the three schools. Results showed that more than 80 percent of the respondents indicated that their alternative school was relevant; 90 percent said their teachers understood them, liked them, were fair to them, and showed an interest in them; the majority were satisfied with how much they were learning and felt they learned more this year than previously; and the majority felt their school helped them in cognitive and affective learning areas. Seventeen of the items were included in a 1972 survey. In 1975 the students responded more favorably on all items, but several interpretation cautions were noted. If positive attitudes toward school can serve as a means to school effectiveness, alternative schools appear to have some potential for effecting the attainment of other student educational outcomes.

70. Johnson, Lary. A Survey of Parents of Students at Jordan Junior High School. Minneapolis Public Schools, Department of Research and Evaluation, August 1974. ED 117 138.

As part of the Minneapolis Public Schools' desegregation/integration plan, boundary changes for Jordan Junior High's elementary feeder schools were implemented for the 1973-74 school year. Incoming seventh graders, who previously would have attended another junior high school changed the percentage of minority group students in seventh grade from 12 percent in 1972-73 to 42 percent in 1973-74. In the spring of 1974, a sample of 15 percent of the parents of seventh and eighth grade students were interviewed in their homes to determine their feelings about the educational program at Jordan. Overall, the parents were satisfied with Jordan's educational program. The results were similar for seventh and eighth grade parents and for parents of Black and White students. About 90 percent of the parents were satisfied with how much their children were learning in reading, mathematics, and other subjects; about 80 percent expressed satisfaction with the kinds of courses provided, the activities other than courses that were provided, the way the subject matter was taught, and the way their children had been treated by the Jordan staff. Almost all parents said they were satisfied with how well their children were getting along with other students at Jordan.

71. McCormick, Tom. The Career Opportunity Program Aide in the Minneapolis Public Schools, 1972-73. Minneapolis Public Schools, Dept. of Research and Evaluation, April 1974. ED 128 369.

The Career Opportunities Program (COP) is a nationwide career training model to improve the learning of low-income children in poverty area schools by employing low-income community residents and Vietnam veterans as teacher aides, while they attend college in preparation for careers in education. Two questionnaires were used in this study. The first one, labeled an information sheet, was designed to obtain profile information about the COP participants in the Minneapolis Public Schools. The second questionnaire, designed to solicit opinions from the presently enrolled aides about the program and their role in it, was administered in May 1973. The responses of the aides were generally favorable, regardless of race, sex, or program experience. Almost 90 percent of the respondents said their college courses were useful in their job, and most of the aides felt they had a good working relationship with their supervisors and the project coordinators.

72. Metro Newsbeat. Final Evaluation Report -- Year II. Augsburg College, Minneapolis, Minn., Social Science Research Center, July 1975. ED 128 382.

Metro Newsbeat is a laboratory course for junior and senior high school students and teacher-advisers with a special interest in the field of journalism. The project is operated by the Minneapolis Public Schools in cooperation with the Minneapolis Star. Newsbeat students receive English elective credits, if needed. Project director and primary instructor is a former Minneapolis Star editor with many years' newspaper experience. The evaluation strategy included pre- and postprogram evaluation of selected high school newspapers, journalism student questionnaire to assess reaction to Metro Newsbeat, teacher-advisor questionnaire to assess reaction to Metro Newsbeat, and evaluator classroom observation of Metro Newsbeat processes. The original Metro Newsbeat model, with the exception of the photography seminar, was not viable due to low student participation. The instructor was most effective in one-to-one situations or in small groups. There was no statistical evidence that student newspapers improved over the five month time period of the altered Newsbeat model. Student and teacher reaction to the project director's instruction was highly positive.

73. Mueller, Mildred K. The Bryant-Anthony-Ramsey (B-A-R) Project: An Evaluation. Report C-73-2. Minneapolis Public Schools, Dept. of Research and Evaluation, September 1974. ED 118 630.

The Bryant-Anthony-Ramsey (B-A-R) Project is a desegregation/integration project aimed at assuring a smooth transition from a predominately segregated school environment to a desegregated or integrated environment. The Bryant, Anthony, and Ramsey Junior High Schools are participants in a desegregation effort that is one part of an overall desegregation plan of the Minneapolis Public Schools. These schools (B-A-R) are involved in a unique plan involving the redrawing of attendance areas and the restructuring of age group patterns. The project is a community involvement project with these objectives: developing community awareness, fostering support for the project, developing support for desegregation, teaching skills to persons interested in desegregation and/or community involvement, and reducing racism. The evaluation was conducted by means of questionnaires, visits, observations, and interviews. The groups involved included the B-A-R Advisory Committee, B-A-R student groups, school staffs, workshop participants, and people who attended B-A-R community meetings. It was recommended that the project continue its efforts in 1974-75.

74. Nasset, Bonna. Potters' House Evaluation 1974-75. A Title III ESEA Project. Minneapolis Public Schools, Department of Research and Evaluation, July 1975. ED 120 199.

The Potters' House, an ESEA Title III program, began in the fall of 1974. This report summarizes the first year of operation for the project. The overall goal of the program was to enrich the curriculum in North and Northeast Minneapolis elementary schools by giving intermediate grade students one-to-one contact with professional artists serving as potters in residence in the schools. Each of six elementary schools housed a Potters' House and a potter-in-residence. Program operations varied greatly among the schools involved. About 250 elementary students participated in sessions ranging in length from 8 to 15 weeks. This evaluation was conducted after the fall and spring sessions. Referring teachers and potters filled out similar questionnaires for each child in the program. The questions asked why the student was enrolled in the program and if any changes in behavior had been noticed since the student's participation. Results seemed to indicate that children who were chosen by their teachers for the program because of lack of confidence, behavior problems, and/or boredom with school benefitted from the program. Increased creativity and self-confidence were the most noted behavior changes.

75. Nesset, Bonna, and Faunce, R. W. Needs Assessment of Administrators' Professional Development, May 1975. Minneapolis Public Schools, Dept. of Research and Evaluation, June 1975. ED 128 371.

In April and May of 1975, the Research and Evaluation Department of the Minneapolis Public Schools conducted a needs assessment at the request of the Leadership Development Committee (LDC) to determine what kind of help MPS administrators need to do their jobs better. Two methods were used to collect data. First, a one-page questionnaire was sent to all MPS administrators. Second, a 15% random sample of administrators from elementary, secondary, central office, and special locations was selected to be interviewed. The most frequent requests for training were in the areas of management techniques, interpersonal relations and personnel management, administration, and curriculum theory and development. About two-thirds of the questionnaire respondents said that they would probably or definitely participate in courses in 1975-76 if they were offered at convenient times. About four out of ten questionnaire respondents said that ample opportunity exists to meet their professional growth needs. Over one-third said more opportunity for obtaining professional growth units through the MPS or obtaining college or university credit is needed. Secondary administrators more frequently indicated these needs and, in addition, were more likely to say they needed assistance in pursuing an advanced degree. Over two-thirds of the interviewees said they thought the LDC could provide them with the kind of training they really need.

76. Urban Environment Studies Curriculum Project; Special School District No. 1; Title III ESEA: Final Evaluation Report. Report C-74-22. Guardian Resource Development, Inc., St. Paul, Minn., June 1975. ED 118 628.

The intent of the Urban Environmental Studies Curriculum Project, funded by an ESEA Title III grant, was to develop and implement curriculum for an urban-oriented environmental studies program within Special School District 1, Minneapolis Public Schools, which would utilize the environment, involve students in investigations and experiences to build an understanding and appreciation of their city and natural environments, and develop a basis for objective clarification of values in areas crucial to the environment. This report lists project identification, project objectives, and activities which were used to implement each objective, and evaluation procedures used to determine the extent to which each objective was accomplished. Evaluation results are also presented. Evaluation indicated that project staff has made the first step in reaching its goal by accomplishing the project's first year objectives. Therefore continued funding for the second year is recommended.

77. Wharton, Keith. Legitimizing Education for Individual Life Styles: School of Survival. Final Evaluation Report 1974-75. Minneapolis Public Schools, Dept. of Research and Evaluation, August 1975. ED 118 654.

The purpose of the School of Survival (S.O.S.) is to provide an alternative educational program for 9th, 10th and 11th grade students from North Community High School whose life styles are not compatible with formal/traditional educational programs. There were six major goals for the project for 1974-75. These dealt with student participation in the educational activities of the project; students' attitudes toward school and teachers, reading, computation, work experiences; and improvement in the ability of the staff to prepare goals and objectives. A variety of activities including courses, field trips, and independent study projects were used to help the students reach the objectives. The staff was assisted by pre-service and in-service training sessions. The evaluation involved pre and posttesting of reading staff and employees, a review of the attendance records and credits earned by students, staff and employees, and a summary evaluation of each student by the project staff. The general conclusion was that the project as a whole continues to be successful. Objectives concerning attendance, credits earned, and student attitudes were not successfully accomplished in 1974-75, however, and it was impossible to determine the success of the mathematics program.

MOBILE COUNTY PUBLIC SCHOOL SYSTEM

78. Pope, Henry H. Mobile County Public Schools Career Education Project. Final Report. Mobile County Public Schools, June 1975. ED 124 790.

Objectives, project personnel, procedures, accomplishments, and problems of the Mobile County (Alabama) three-year career education project are described in the report. Successive reductions in funding severely handicapped implementation of the model program in the large county school system. Two major accomplishments during 1974-75 emphasized leadership training and counseling services. A career guidance leadership day, attended by business and industry leaders and educators, provided a knowledge base for a 60-hour career guidance institute for 31 teachers, counselors, and educators to upgrade programs and relate program outcomes to business requirements. Appendices (57 pages) include: institute goals, agenda, list of participants and invited persons, activity sheet, and a summary of participant comments; the structure of the counseling program and an innovative career group guidance program for grades 6-12; and behavioral objectives for the counselors and students. Appended materials also include correspondence and counselor comments on a group dynamics workshop. A proposal funded for 1975-76 will continue project development.

MONTGOMERY COUNTY PUBLIC SCHOOLS (ROCKVILLE)

79. Report of a Study of the Special Education Program in the Montgomery County Public Schools. Montgomery County Board of Education, March 1970. ED 116 440.

Presented is a report on a study to evaluate the special education program in Montgomery County (Maryland) Public Schools and to make recommendations for future program planning. An introduction to the study is provided in Chapter I which covers background information on Montgomery County (such as demographic data), a brief review of the development of special education in the U. S., and the history of Montgomery County's Department of Special Education. Sections in Chapter II include a brief program history, a statement on the method of data collection, the major findings of the evaluations, and recommendations for each of the eight programs of special education: auditory handicapped, emotionally handicapped, mentally retarded, orthopedically handicapped, home instruction, speech and hearing handicapped, special learning disabilities, and visually handicapped. Reported in Chapter III are the findings from consultants' responses to questions in the areas of instruction, organization, staff, pupils, auxiliary personnel and services, housing and physical facilities, budget, community resources, parents, communication, attitudes, and research. Among conclusions on each of the twelve categories presented in Chapter IV are that while some curriculum guides had been prepared and distributed to teachers, their use was limited; and that one of the program's deficiencies was the almost complete lack of programs for inservice education.

80. Solomon, Daniel, and Kendall, Arthur J. Individual Characteristics and Children's Performance in Varied Educational Settings. Final Report. Montgomery County Public Schools, May 1976. ED 125 958.

This research report examines the interaction of persons and situations. It specifically identifies individual cognitive and motivational characteristics, preferences, and orientations of children which help to determine their relative benefit from different kinds of educational environments. The procedures and results of the main study are described. Fourth-grade children in 50 classrooms in Montgomery County, Maryland, were administered measures of various outcomes during 1973-74 school year. The impact of various classroom dimensions was investigated as well as the possibility that certain cognitive and motivational characteristics of individual children may interact with classroom dimensions to effect a combined influence on attitudes, values, and self-assessments were selected and measured, and types of classrooms and children were identified. Models from Solomon's framework for "aptitude-treatment interactions" were used in the analysis. Conclusions show that children benefit from a setting which requires them to experience a mode of activity that they would otherwise avoid, thus providing them with something which they lack. Implications, data tables, and research instruments are included in the report.

NORFOLK CITY SCHOOLS

81. Holthouse, Norman D., and others. Achievement, Social Class and the Summer Vacation: The Effect of the Summer Vacation on the Reading, Language Arts, and Mathematics Achievement of Students from Various Socioeconomic Backgrounds. Norfolk Public Schools, January 1976. ED 130 760.

Academic achievement gain scores (determined through the administration of standardized achievement tests) and socioeconomic data (determined by means of a confidential survey form) were gathered on 1567 randomly-sampled students in Grades 1-10 in a school representing a cross section of all socioeconomic backgrounds. Previous research suggested that students from various socioeconomic backgrounds have differential learning rates during summer vacation. Hotelling's One-Group T Square procedure indicated that the total group of subjects gained significantly from spring testing to fall testing. Additional analysis revealed that only black students exhibited significant growth in achievement. Contrary to previous research, there was no evidence that socioeconomic status was related to the summer change in achievement. Twenty pages of appendices include the survey form and data tables.

82. Jaskowiak, Philip A. Student Job Placement. Final Report. Exemplary Project in Vocational Education. Voc. Ed. Act 1968. Norfolk Public Schools, June 1976. ED 130 165.

Described in this report is a job placement exemplary project conducted at Maury High School in Norfolk, Virginia from 1973 to 1976. Goals of the project were to provide placement services to all students seeking part-time, temporary, or full-time employment. Procedures included organization of the administrative job placement office and development of procedures, methods, and systems for publicizing the program, registering students, and contacting employers. Developed procedures and systems are described in the report along with results given as number of students placed in part-time and full-time jobs, registered, or sent on interviews; number of dropouts placed; and number of work permits issued. A summary of a self-evaluation of major objectives and goals appears according to the following categories: assess student needs and wants; identify employment opportunities; place students in part-time jobs; place graduates in jobs; place dropouts; coordinate pre-placement training; and promote public relations. Enclosures include project-developed forms and materials.

NORTH YORK BOARD OF EDUCATION (WILLOWDALE)

83. Cassidy, Philippe. Canadian Content Survey: Elementary Panel.
Research Report. North York Board of Education, June 1974.
ED 130 945.

Survey results summarize elementary-school use of Canadian and non-Canadian oriented materials, resources, and activities in the borough of North York, Ontario. A questionnaire completed by 205 teachers inquired about use of textbooks and unpublished material, resource people, and field trips. Focus on Canadian culture was identified whenever it was appropriate. Data tables show responses by four levels: elementary--kindergarten and junior kindergarten; elementary--primary; elementary--junior; and elementary--combination. Responses show that three-quarters of the textbooks used are Canadian in origin (author and publisher). However, over half of the reference books, films, and filmstrips are non-Canadian. Other materials such as magazines, learning kits, and simulation games are predominantly non-Canadian. Over half the unpublished material used is teacher-produced. High use of outside resource personnel indicates the value of such experiences as perceived by the teachers; however, only 13 percent provided an increase in Canadian awareness. Two-thirds of the field-trip activities related to learning about Canada.

84. Cassidy, Philippe. Canadian Content Survey: Junior High Panel.
Research Report. North York Board of Education, June 1974. ED 130 946.

Survey results summarize junior-high-school use of Canadian and non-Canadian oriented materials, resources, and activities in the borough of North York, Ontario. A questionnaire, completed by 187 teachers, inquired about use of textbooks and unpublished material, resource people, and field trips. Focus on Canadian culture was identified whenever it was appropriate. Data tables show responses by the following areas: English, mathematics, science, modern languages, music, commerce, home economics/shop, fine arts, physical education, geography, history, and resource librarians. Responses show that almost three-quarters of all textbooks used are Canadian and that about half the nontexts and reference books used are Canadian. Almost two-thirds of the films used are Canadian. In science and music, all filmstrips used are non-Canadian. Although half of the respondents indicate they do not use unpublished material to a significant degree, over half of those who do, make use of teacher-produced materials. During 1973-74, very few resource people were consulted as compared to the number used by elementary teachers. Eleven percent of the junior-high resource people provided an increase in Canadian awareness.

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85. Cassidy, Philippe. Canadian Content Survey: Secondary Panel. Research Report. North York Board of Education, June 1974. ED 130 947.

Survey results summarize secondary-school use of Canadian and non-Canadian oriented materials, resources, and activities in the borough of North York, Ontario. A questionnaire completed by 188 teachers inquired about use of textbooks and unpublished material, resource people, and field trips. Focus on Canadian culture was identified whenever it was appropriate. Data tables show responses by the following areas: English, mathematics, science, modern languages, music commerce, home economics/shop, fine arts, physical education, geography, history/social science, resource librarians, and guidance personnel and classics teachers. Responses show that almost three-quarters of the textbooks used are Canadian - a similar proportion to elementary and junior-high use. Half of the nontexts and reference books used are non-Canadian in origin. These include films, filmstrips, slide sets, magazines, learning kits, and simulation games. Three out of five teachers who reported use of unpublished material indicated it is teacher-produced. Resource people were used about as frequently as in junior-high school, but less than at the elementary level. However, a much larger percentage of the secondary-level resource people provided an increase in Canadian awareness than did the resource people at the elementary and junior high levels.

86. Cassidy, Phil. Survey of School Programs for Gifted and Talented Students. Research Report. May 1975. ED 127 775.

The results of a survey of junior high and high school principals in North York, Ontario, concerning programs for gifted students are reported. Approximately 55% of the questionnaires containing 18 items covering such areas as identification of gifted and talented students, curriculum programs, follow-up programs, observation by teachers of other school programs, and budget allocations were returned. Noted are results such as the following: teachers identify the gifted students in 56% of the responding schools, 22% of the schools use psychological consultation, and 19% of the principals have no plans for identification; 78% kept gifted students in mind when developing curriculum, but only 48% had a designated gifted program; 9% reported having a follow-up program; 40% of the teachers have the opportunity to observe other school programs; and 13% have specific budget allocations for gifted students.

87. Crawford, Patricia. Intervention at the Grade Two Level, 1974-1975. North York Board of Education, October 1975. ED 130 768.

Following up on the previous year's study of first graders, this report describes a study of intervention at the second grade level in 73 North York, Ontario, public schools. Post-test data from the end of the first grade year were used to identify 417 pupils in need of special assistance in second grade. Post-testing was conducted near the end of the second school year, through the North York Intermediate Self Concept Inventory and the Metropolitan Achievement Test Primary II reading comprehension subtest. Data were collected for 206 of the 417 pupils identified for intervention. Results indicate that pupils identified for intervention in both years on the average showed a small improvement in their reading scores from 1st to 2nd grade, as well as in their self-concept scores over the course of the year. Although gains were small, it seems that pupils benefitted from continued assistance in 1st through 2nd grade. Those pupils, however, who were not identified until the beginning of 2nd grade did not benefit as much. Pupils identified in 1st grade who showed sufficient improvement that they were not identified for 2nd grade maintained their performance in reading, but showed a slight decline in self-concept scores over the course of the second year.

88. Crawford, Patricia, and Rapoport, Max. Results of a Survey of Pupils and Teachers Regarding Television. North York Board of Education, April 1976. ED 127 976.

To test the validity of hypotheses regarding television violence and social behavior of viewers, a survey was conducted of a large stratified sample of sixth grade and kindergarten pupils and of teachers. The student survey identified: (1) frequency with which pupils watch television; (2) parental control of television viewing; (3) family activities; (4) reasons for watching television; (5) degree of selectivity of programs; (6) student perception of televised violence; and (7) favorite programs. The survey of teachers identified: (1) the extent to which teachers used television in their classrooms; (2) teacher perceptions of violence on television; (3) teacher views on the impact of television violence; and (4) student behaviors which teachers identified as directly attributable to television violence. Sample questionnaires are included.

89. Crawford, Patricia, and others. The Impact of Violence on Television on Children: A Review of Literature. North York Board of Education, January 1976. ED 127 975.

Based on a review of relevant literature, a report was prepared which examines the impact of viewing violence on television on the social behavior of the viewer. An introduction discusses a definition of violence and proposes reasons why violence may appeal to viewers. The remainder of the text examines three major research questions: (1) the effects of television violence; (2) viewing patterns of children; and (3) the content of television programs.

90. Five to Nine: Aspects of Function and Structure in the Spoken Language of Elementary School Children. North York Board of Education; York Univ., Downsview (Ontario), July 1972. ED 116 223.

The purpose of the study reported in this document was to examine the oral language and some of the influences on oral language of students from five to nine years old. Six students in each of 13 classes were selected randomly and were taped in three different situations: a monologue by the student when alone in the room, a dialogue with another student selected by the first student, and a dialogue with the class teacher and two students of the original six. Approach to the data obtained was nonquantitative. Instead, a limited number of tape units were analyzed in depth to uncover the factors affecting language use. In addition, background information on individual students and a comparison of students' performances were analyzed. As a result, it can be suggested that students with a particular background may be subject to a particular language difficulty. This document reports and discusses the variety of findings and contains samples of materials used in the study.

91. Huff, Elmer E., and Wright, Erica. A Survey of Student Needs and Priorities Related to Career Information. North York Board of Education, June 1974. ED 124 832.

This paper reports the findings of a survey in North York, Canada, to determine the needs and priorities of high school students regarding career information. It is hoped that the report will be useful to schools in determining the emphasis which guidance services should be giving to career education. The survey sampled 3,690 students from 46 metropolitan Toronto secondary schools. The major findings were: (1) over half the sample had at least "fairly specific" career plans; (2) three in five students attached high importance to consideration of their interests and satisfaction of personal needs; (3) a large majority preferred learning about careers through talking to people in the field, practical job experience, and visiting institutions; and (4) over a third were dissatisfied with career information and help provided by their schools. The paper makes a number of suggestions for actions designed to improve career education in schools.

92. Hunter, Susanne M. Evaluation of a Demonstration Career Information Centre, Phase 3. North York Board of Education, January 1976. ED 124 836.

This paper reports on phase three of the evaluation of a model career information center established in a secondary school as a demonstration project. This report contains comparative data obtained from student responses, one year after the center had been in operation. This survey found that while the number of students seeking assistance from a guidance counselor had decreased, the students rated such visits as more helpful than those surveyed earlier. It was also found that, compared to the earlier sample, the present students were more able to verbalize the steps necessary to career decisions, took more practical steps, and indicated greater commitment in the steps they had taken to planning their future. It was also found that new needs were emerging and different needs were being met.

93. Math, Hannah, and Virgin, Albert E. An Examination of Three Intervention Strategies with Primary Children. Research Report. North York Board of Education, July 1975. ED 130 767.

The purpose of this study was to examine the academic and social growth of first grade pupils whose teachers received one of the following sources of assistance: (1) information regarding pupil performance on academic and social measures early in the school year, (2) student volunteers who assisted the teacher on a regular basis, and (3) both test information and student volunteers. A sample of 727 first grade students in 30 classrooms participated in the study, conducted by the North York, Ontario, Board of Education. Of these, 111 were identified as likely to experience limited school success. Three treatment groups were established, corresponding to the three categories above, with student volunteers from York University pre-education and educational psychology programs. Participating first grade classes were tested early in the fall, with post-testing conducted late in the spring. Test instruments were: Metropolitan Achievement Test primer reading and numbers subtests and a primary self concept inventory developed by the North York Board of Education. Although results indicated no significant differences between the three treatment groups, there was definite variability between classes within each group. It was concluded that an intervention program produces greater than expected academic and self concept growth, supporting earlier findings from studies of similar programs in North York schools.

94. Math, Hannah, and others. A Survey of Teacher Attitudes Towards Physical Education (Central Area). North York Board of Education, June 1975. ED 127 325.

This report summarizes and compares the results of a survey conducted on a pretest and posttest basis regarding teacher attitudes towards physical education. Ninety-six teachers, representing 14 schools, returned the questionnaire in the fall, and 75 of these same teachers returned the spring questionnaire. The following points summarize the main findings: (1) More teachers are making regular use of a wider variety of areas for physical education activities. (2) Over two-thirds of the respondents are satisfied with the facilities available to them. (3) More teachers are involved more frequently in personal physical activities outside the school. (4) Nearly all respondents (92%) conduct physical education activities either daily or 3 to 4 times a week. (5) More teachers are spending longer (20 or more minutes) on their physical education activities. (6) Four out of five of the teachers now enjoy their physical education activities. (7) Nearly all pupils (95%) reportedly enjoy physical education. (8) A majority of teachers in both the fall and spring surveys feel that time given to physical education activities is not done at the expense of other subject areas. (9) Eighty-seven percent of the respondents did not experience any major difficulty with their physical activities program. (10) Three-quarters have observed positive effects on attitudes and/or performance of pupils as a result of their physical education program.

95. Thompson, Patricia, and others. A Comparison of the Effects of Two Physical Education Programs on the Physiological Development of Adolescent Boys and Girls. North York Board of Education, August 1975. ED 127 327.

The primary purpose of this study was to determine if a specific daily indoor exercise program of a short duration improved the aerobic fitness level of junior high school students between the ages of 12 and 14. A secondary purpose was to compare the performance of participating students with Canadian norms for working capacity and fitness. Also preliminary estimates were made of normal values of cardiovascular respiratory fitness for adolescent boys and girls. It was hypothesized that both boys and girls in the experimental program would show (1) greater gains on the measures of aerobic fitness, i.e., physical work capacity and maximal oxygen uptake, than those in the control programs; (2) that there would be no difference between students in the experimental and control programs in terms of nonaerobic measures of strength, speed, and percent of body fat; and (3) that there would be no difference between pretest scores and norms established by the Canadian Association for Health, Physical Education, and Recreation. The study concluded that (1) the aerobic fitness of boys in the experimental school improved, those in the control school did not; (2) this pattern was also evident for girls but not as clearly; (3) both boys and girls in the experimental school significantly improved from pretest to posttest, while control students' fitness declined; (4) differences on the 600-yard run gains were not

significant; and (5) six minutes of continuous exercise, or three minutes of exercise followed by three minutes of rest followed by three more minutes of exercise, resulted in increased aerobic power. Contrary to the hypothesis there were significant differences between students in the control and experimental programs in terms of nonaerobic measures. These differences varied with age and did not show any consistent trends.

96. Thompson, Patricia. North York Fall Norms for Boys and Girls Age 12-14 for: CAHPER Tests; Measured of Aerobic Fitness; Peak Flow; Muscle Strength; Percent Body Fat. North York Board of Education, July 1975. ED 127 326.

Tests are described that were given to 1,000 students randomly selected at grade 7-9 levels with an equal representation from both sexes. Participants were selected from two junior high schools in North York for a study comparing students in a regular physical education program to those in a program to develop cardiovascular endurance. The first half of the paper describes six Canadian Association for Health, Physical Education, and Recreation (CAHPER) tests in terms of purpose, equipment, performance, scoring, and gives normative data for each test for boys and girls ages 12, 13, and 14. CAHPER Fitness Tests include the one-minute speed sit up, the standing broad jump, the shuttle run, the flexed arm hand, the 50-yard run, and the 300-yard run. In the second part of the paper cardiovascular fitness and its importance and role in today's society are discussed. Several methods of estimating cardiovascular endurance are explained and norm tables for the three age levels follow. In addition, norms are provided for peak respiratory flow, grip strength, and percent body fat.

97. Virgin, Albert E., and Crawford, Patricia. A Study of Kindergarten Teachers' Predictions of Their Pupils' Subsequent Performance and the Effects of an Intervention Program at the Grade 1 Level. Research Report. North York Board of Education, December 1974. ED 130 765.

This paper reports on an intervention program adopted by 73 North York, Ontario, elementary schools and used with 595 first grade pupils identified as likely to experience limited school success. Criteria for pupil selection were teachers' ratings, performance on the reading and numbers subtests of the Metropolitan Achievement Test (MAT) and the North York Primary Self Concept Inventory. Implementation was carried out by teachers and volunteers, including parents, university students and grade 6 pupils. Before and after studies demonstrated a gain in MAT and self concept scores and a change in class distribution scores. Follow-up studies on intervention are briefly described.

98. Virgin, A. E., and Darby, L. M. 1974 Replication and Follow-Up of a Survey of Mathematics and Reading Skills. North York Board of Education, April 1974. ED 128 465.

In 1971, a comprehensive study was made of mathematics and reading achievement in the Borough of North York, Ontario. In 1974, a replication and follow-up study was carried out. The purposes of the study were to replicate the 1972 study, and to obtain a measure of growth in reading and mathematics achievement between grade 3 and grade 5, over the two year time period. In both years, the Metropolitan Achievement Test, the Sequential Tests of Educational Progress, and the School and College Ability Test were used. The results indicated that North York achievement in both reading and mathematics compared favorably with the American norms in all grades tests, and the average growth over the two years, grade 3 to grade 5, was above that expected in both reading and mathematics.

99. Virgin, A. E., and Rowan, M. 1975 Replication of a Survey of Mathematics and Reading Skills. North York Board of Education, June 1975. ED 128 466.

In this replication of the 1972 and 1974 studies of reading and mathematics achievement in North York, Ontario, approximately 20 percent of the students at each of the proposed grade levels were included in the sampling. Again, the Metropolitan Achievement Test, the Sequential Tests of Educational Progress, and the School and College Ability Test were used. The 1975 results supported the 1974 findings that North York achievement in both reading and mathematics compared favorably with the American norms in all the grades tested. They also indicated that the average growth of the schools sampled was wider in both reading and mathematics than in previous years.

100. Virgin, A. E., and Shecter, H. E. Accuracy of Kindergarten Teachers' Predictions of Their Pupils' Subsequent Performance. Research Report. North York Board of Education, January 1974. ED 130 766.

This study is part of a series of three studies related to the incidence and effects of grade repetition on elementary school children. The focus of this study was to determine whether kindergarten teachers are able to make accurate predictions about their pupils' general academic and reading achievement when they reach Grade 3. In the 1970/71 school year, a rating form was distributed to all participating kindergarten teachers in 14 schools. The teachers were asked to rank order their pupils in terms of achievement and predict future progress for these same pupils on a five point scale. If pupils were seen as likely to repeat a year, teachers were asked to include the reasons for their failure. Follow up occurred in 10 of the schools. Of the original 947 pupils 42.1% were presently in grade 3, and 4.5% were in grade 2 in the same school. The Work Knowledge and Math Computation Tests of the Metropolitan Achievement Test (Elementary Form G) and the North York Self Concept Inventory (Revised Form) were used to assess the performance level of these pupils. From the results of the report, which are given in extensive tables, it is concluded that kindergarten teachers can predict the subsequent performance of their pupils on a group basis with, however, a number of exceptions on an individual basis. A review of the literature and a discussion of implications of the study are also included.

101. Wright, Erica. Evaluation of a Demonstration Career Information Centre. An Interim Report. North York Board of Education, 1974. ED 124 834.

This paper reports on phase one of the evaluation of a career information center established in a secondary school as a demonstration project. The evaluation is based on a questionnaire developed to probe students' views regarding future planning, and to ascertain what plans they themselves were making. Interviews were also conducted to gain information about students' reactions to the career information center. The paper provides extremely detailed reports of students' responses. The questionnaire findings are viewed as a base of information about the students prior to the introduction of the career information center. The interview findings are that, generally, the students have positive feelings about it, are well informed about the center, and have visited it several times.

102. Wright Erica. Evaluation of a Demonstration Career Information Centre. Phase 2. North York Board of Education, 1975. ED 124 835.

This paper reports on phase two of the evaluation of a model career information center established in a secondary school of a demonstration project. This report is based on student data collected after the center had been in operation eight months. The students' responses are reported in detail. The major findings from the survey are that 83% of students had visited the center; approximately one-third of the students had received assistance; that students have improved their ability to verbalize the necessary steps in career choice; and that they increasingly want more specific information about particular careers. The report indicates student use of the facility and details the methods used to insure that students knew about the center.

OAKLAND UNIFIED SCHOOL DISTRICT

103. Product Evaluation of Oakland Right to Read. Final Report. Pacific Training and Technical Assistance Corp., Berkeley, Calif., May 1973. ED 127 595.

This evaluation of Right to Read programs was undertaken to provide analytic comparison of pre- and posttest results in reading achievement and attitudinal change for a population of approximately 2200 elementary-level students in the following three Oakland, California, schools: Crocker Highlands, Prescott, and Webster. For each individual school, charts and graphs are presented which show mean scores for reading tests, deviation of these mean scores from national norms, gain scores, and attitude test scores. It was apparent that with a few exceptions, little measurable gain has been accomplished since the introduction of these programs. The relatively short (six months) duration of program operation most likely accounts for these findings.

OTTAWA BOARD OF EDUCATION

104. Barik, Henri C., and Swain, Merrill. Bilingual Education Project: Evaluation of the 1974-75 French Immersion Program in Grades 2-4, Ottawa Board of Education and Carleton Board of Education. Ontario Inst. for Studies in Education, Toronto, December 1975. ED 121 056.

The school performance of pupils in grades 2-4 of the French Immersion Program in operation in the Ottawa-Carleton public schools is evaluated in comparison with the performance of these in the regular English program. The results indicate that by the end of grade 2, pupils in the immersion program show the same level of cognitive development as pupils in the regular program, are behind their peers in the regular English program only in spelling, show no difference in mathematical skills, and exhibit comprehension of French lower than that of native speakers but significantly higher than regular program pupils. By the end of grade 3, immersion pupils lag behind in several areas of English language skills and in mathematical skills requiring the reading of English, but perform satisfactorily on measures of French reading and listening comprehension, and show the same level of cognitive development as regular pupils. Upon completion of grade 4, the immersion pupils reveal for the first time a higher level of cognitive ability than regular pupils. In addition, at this point their English language skills, mathematical skills, and French reading comprehension are equivalent or superior to those of regular students.

PHOENIX UNION HIGH SCHOOL SYSTEM

105. Estes, Gary D. Addendum to ESEA Title I Program Evaluation Phoenix Union High School System, Arizona. Phoenix Union High School District, September 1975. ED 120 336.

An Elementary Secondary Education Act Title I English/Writing project was continued at two Phoenix Union high schools, Carl Hayden and North High Schools, in 1974-75. Although the objectives and instructional method (individualized, diagnostic, prescriptive approach) were the same at the two schools, the entry level skills and abilities of the students, as well as the instructional materials and procedures, were different. The past year, 1974-1975, was the first complete year for the Title I English/Writing Programs in the Phoenix Union High School System (HSS). This report presents the results of the English/Writing program on students' writing proficiencies. Two samples of students' writing were collected at the beginning of the course and again at the end of the course. The samples included unstructured personal writing and structured order letter writing. Random samples for rating by an independent rater were chosen from those students with a complete set of pre and post writing samples. It is concluded that students who were enrolled in Title I and Phoenix Union High School System English/Writing classes improved their personal and order letter writing skills. Compared to students in Phoenix Union High School System classes, students in Title I classes made greater gains in personal writing skills and similar gains in order letter writing skills.

106. Estes, Gary D., and Anderson, Judith I. An Evaluation of Physical Education Opportunities for Exceptional Learners (PEOPEL). Phoenix Union High School District, June 1976. ED 129 875.

Physical Education Opportunities for Exceptional Learners (PEOPEL) is a second year Elementary Secondary Education Act (ESEA) Title III project within the Phoenix Union High School System. This program is designed to meet the need for a program at the secondary school level that addresses itself to meeting physical, social, emotional and mental needs of physically and mentally handicapped and other exceptional students. In 1975-1976 the PEOPEL staff pilot-tested and revised curriculum materials and teaching strategies which were developed in 1974-75. A comparison of 54 PEOPEL students with 36 other handicapped students not participating in PEOPEL provided evidence that the PEOPEL program had a positive effect on students' physical abilities and attitudes. Based on findings of the evaluation, recommendations were made to adopt the PEOPEL program as a regular program in the Phoenix Union High School System and to periodically re-evaluate the impact that the PEOPEL program has on students' physical and mental education.

107. Estes, Gary D., and others. ESEA Title I Program Evaluation Phoenix Union High School System, Arizona. Phoenix Union High School District, June 1975. ED 120 335.

In accordance with the intent of compensatory educational programs supported by Elementary Secondary Education Act Title I funds, the Phoenix Union High School System has implemented supplementary programs during the 1974-75 school year at four of the District's 11 high schools: Carl Hayden, North, Phoenix Union, and South Mountain, and at the continuing Education Center for dropouts and potential dropouts. St. Mary's High School, a private high school, also participated in the Title I program. A primary thrust of the Title I project at the four District High Schools was a clinical reading program designed to alleviate reading deficiencies of target students as indicated by scores on the Iowa Tests of Basic Skills. Carl Hayden and North High Schools also had supplementary compensatory programs in English/Writing and Mathematics. The Iowa Tests of Basic Skills and writing samples were used in evaluating the English/Writing programs. The Shaw-Hiehle: Individualized Computational Skills Test was used in the Mathematics programs. The Continuing Education Center used the same instruments for Reading, English and Mathematics, whereas the Comprehensive Tests of Basic Skills-Science and Social Studies were used to evaluate progress in science and social studies programs. The total number of students served during the course of these programs was 3, 171.

108. Year Round High Schools for Phoenix. Final Evaluation Report: A Review of Objectives (1974-75). Phoenix Union High School District, June 1975. ED 129 874.

On the basis of a needs assessment conducted by the Phoenix Union High School District a proposal for partial Elementary and Secondary Education Act (ESEA) Title III funding was submitted in January, 1972. Goals for Year Round Schools for Phoenix were: (1) to provide a specially designed curriculum and a uniquely trained staff for the twelve month school in order to effect an instructional program which is flexible, innovative and individualized for students; (2) to institute a service whereby students will be provided with employment during the time when they are not attending school; (3) to provide each student with either the skills necessary for further education, or a saleable career skill upon graduation from high school; and (4) to demonstrate that the twelve month school concept will result in significant capital savings by fully utilizing facilities and equipment. South Mountain High School was selected as the pilot school for the implementation of the program. The purpose of this report is to summarize the effectiveness of the Year Round School Program in attaining specified objectives and to make recommendations for the future status of the Year Round School program at South Mountain High School. Each of the objectives of the project are stated and are evaluated separately. The evaluation of each objective is discussed and determination is made of whether the objective was achieved or not achieved.

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS (UPPER MARLBORO)

109. Gromada, Henry T., and others. Working Together for Children: A Neighborhood Advocacy System. Final Report. Prince George's County Board of Education, June 1975. ED 116 433.

Presented is the final report of a demonstration project in Child Advocacy operated in a rural area of a large suburban county. A discussion of the project's history focuses on such topics as the formation of an interagency task force for emotionally disturbed youth, funding possibilities, needs assessment, and the introduction of a local family service program. Use of the systems approach in the program is described and evaluated, and application of the approach towards development of programs for emotionally disturbed children, child care, and therapeutic services is detailed. Among major project accomplishments reported are the establishment of two early childhood programs (day care centers), two nonprofit citizen corporations (health services and child care), a ministerial association, and a proposal for a community resources center for children and adolescents. Summarized are the perceptions of target area residents and agency personnel regarding the external and internal accomplishments of the Child Advocacy project. Eight final recommendations are listed, including the need for sharing of responsibilities among agencies and with parents. Appendices include a child advocacy system flow model and a prospectus for a community resources center for children and youth.

SCHOOL BOARD OF BROWARD COUNTY (FT. LAUDERDALE)

110. A Study of Early Entry into First Grade, 1973-74. Broward County School Board, 1974. ED 122 929.

This report presents initial findings of a field study which focused on the academic achievement and behavioral and social adjustment of 148 kindergarten children who entered first grade early. The study took place in Broward County, Florida, following implementation of the 1973 state legislation permitting early entrance into first grade for children who attained the age of 6 during the school year, attended kindergarten, and successfully passed a readiness test approved by the Florida State Board of Education. A first grade prereading test was used to screen early entry applicants in Broward County schools. In this study, early entrants were compared with (1) kindergarteners who qualified for early entry but whose parents elected to keep them in kindergarten, and (2) first graders who scored among the upper 20% in the county-wide distribution of prereading test scores. Groups were compared on achievement test scores, teacher ratings of behavior, and peer acceptance. Results indicate that early entrants into first grade will do well academically, but will be less self-reliant and less socially accepted by their peers than either their bright kindergarten counterparts or their bright first grade classmates.

SCHOOL BOARD OF DADE COUNTY (MIAMI)

111. Achievement in Dade County Public Schools, 1974-75. Dade County Public Schools, Dept. of Planning and Evaluation, 1975. ED 118 613.

This report encompasses the results of two 1974-75 testing programs: (1) the Florida Statewide Assessment Program of communication skills and mathematics, administered to pupils in grades 3, 6, and 9, and (2) the countywide testing program involving the Stanford Achievement Test, a national standardized test administered to pupils in grades 1-12. These programs differ with respect to the types of instruments utilized, the use of their results, and their geographic scope. The body of the report is divided into several sections. In the first section, a summary and interpretation of the district-wide results are presented in a question and answer format. Attempts have also been made to anticipate the major questions the typical reader might ask and to provide answers in as simple a form as possible. Following this section are the major sections on the district results for the State Assessment and Stanford, or district-wide program. Tables denoting the by-grade and by-subject area results are presented here.

112. Evaluation of Dade County Public Schools Guidance Program, 1975-76.
Dade County Public Schools, Dept. of Planning and Evaluation,
September 1976. ED 131 123.

The elementary and secondary school guidance programs in the Dade County, Florida public schools were evaluated by means of (1) questionnaires and interviews of principals, teachers, counselors, and students; (2) time-logs maintained by the counselors; and (3) behavioral ratings by teachers of students who had been referred for and had received counseling over an extended period of time. Results were of a generally positive nature, although there were some identifiable areas where improvement in the programs should be considered. School administration, faculty, the guidance personnel, and students all considered that the programs were meeting definite needs at their respective levels, and that they were doing this in a generally satisfactory manner. Positive findings also occurred with respect to the potentials of counseling upon remediation of disruptive behavior and/or academic problems. Negative aspects included the following: (1) too little group counseling was being done in the secondary schools; (2) too little individual counseling was being done in the elementary schools; (3) parent and teacher conferences were insufficient in number; (4) too little clerical support was being used in individual course selection matters; (5) some discontent was expressed by elementary level counselors over the failure to receive the salary supplement provided to secondary counselors; and (6) too much time was not accounted for by the counselors in their activity logs. Since the elementary and secondary guidance programs appeared to have utility in meeting the district's objective of modifying disruptive behavior, it was seen as necessary to improve upon the negative findings. Recommendations were made.

113. Spieth, Phillip E. Evaluation of Dade County Public School Career Education Program, 1975-76. Dade County Public Schools, Dept. of Planning and Evaluation, July 1976. ED 129 896.

Career Education was introduced to Dade County, Florida schools three years ago. An evaluation was conducted at the elementary school level (Career Awareness) and at the junior high school level (Career Exploratory) during 1974-75. The results of that evaluation, while positive at the elementary level, were inconclusive at the junior high school level. The 1975-76 evaluation was directed primarily at the junior high school program, although the elementary school students who were tested during 1974-75 were again reevaluated to determine whether their gains in career awareness, measured last year, were being maintained. The junior high school students who had participated in the 1974-75 evaluation were similarly reexamined to determine what might be the nature of their trends in career attitudes and knowledge. Unlike the elementary school pupils, they did not attain the national norms in either career attitudes or knowledge in 1974-75. As of February, 1976 they still had not, but they were nearly attaining the norm in career knowledge and they were making moderate advances on the norm in attitudes towards work. The junior high school Career Exploratory pupils showed other moderate gains in 1975-76, as well. Compared to other schools in the county, the state assessment of eighth grade achievement indicated that the Career Exploratory schools were superior to the Dade County averages in reading, occupational information, and mathematics.

114. 1973-74 Interim Evaluation of Dade County's Systems Approaches to Reading and Mathematics Instruction, Grades 2-6. Dade County Public Schools, Dept. of Planning and Evaluation, April 1975. ED 130 241.

This interim evaluation report presents an overview of Dade County (Florida) systems programs--instructional assessment and management structures which provide for the acquisition of reading and mathematics skills by individual students. A survey of the programs reveals that, as of 1974, 1660 installations had accommodated approximately 50,000 second-grade through sixth-grade pupils. Discussion also provides a description of evaluative procedures used; conclusions with regard to program implementation, program effects on pupil achievement, and reading and math systems; and recommendations for the future. Appendices include planning inventories and procedural suggestions for both reading and mathematics systems, various information-retrieval forms used, and a cost analysis of systems programs.

SCHOOL DISTRICT OF GREENVILLE COUNTY

115. The Tennessee Exemplary Project in Career Education. Interim Report. Exemplary Project in Vocational Education Conducted under Part D of Public Law 90-576. Greenville County School District, September 1975. ED 128 638.

The report documents the activities of the second year of a K-14 career education project in Greenville (Tennessee) city and county schools. The primary goal was to build upon the activities of the first year through the use of workshops and inservice programs to assist in the development of specific activities for the students. Project activities included preparing and placing experience carts (which contain career education tools and equipment) in elementary schools, compiling and distributing a community resource guide, and establishing and continuing a community learning center program for high school juniors and seniors which provides observation experiences in the community to aid in career decision-making. Also, the project contributed to greater interest in career education at the state level. Included in the document is a 67-page third-party evaluation report (by a team from the Bureau of Educational Research and Services, University of Tennessee). Nine different tests were administered as part of the evaluation design, and test findings comprise the major portion of the evaluation report. Success of the project was attributed to positive attitudes of teachers and school personnel and community support. Appendices (70 pages) include test results, materials on the community learning center program, and results of a teacher survey.

SCHOOL DISTRICT OF OMAHA

116. DeBoer, John, and Dvorak, Ronald S. Omaha Public Schools Multiple Activities Program: An Evaluation. ESEA Title I 1975-76. Omaha Public Schools, 1976. ED 131 158.

Emphasis in the 1975-76 Omaha Elementary Secondary Education Act Title I program for disadvantaged youth was on reading activities. The High Intensity Learning Centers for Reading for grades three through twelve continued their operations. Development of Primary High Intensity Centers in reading was continued to provide a supportive reading skill development program for grades one through three. Reading aides continued to work with primary teachers to help in meeting the reading problems of children in grades one through three. The mathematics program continued to offer supplemental math activities for eligible students in five schools. The High Intensity Math Systems approach was used to deliver individualized supplemental instruction to students in grades four through eight. Through use of the methods and materials involved in the management system; the training given teachers; and the coordinated efforts of teachers, principals, and Reading Services Center personnel; other dimensions were added to the school system's efforts to help the individual child in the target area. All other activities in the Title I program were directed toward providing supportive services for children in Title I instructional programs. The Title I Media Center did printing, production, and media work. The Community Aide Activity employed liaisons between the school and community.

SCHOOL DISTRICT OF PHILADELPHIA

117. Atkins, Janice. The Comprehensive Early Childhood Education Network, 1974-75. Final Evaluation Report. Report Number 7620. Philadelphia School District, Office of Research and Evaluation, July 1975. ED 129 921.

The Comprehensive Early Childhood Education Network (CECEN), established in 1971, had three main components: (1) information dissemination at the district level; (2) district training plans for parents, teachers and administrators; and (3) monitoring reports from each district on the effectiveness of its activities. A fourth component, the provision of special speech and hearing services to preschool children, was added in 1972. This report provides end-of-year, 1974-75, status information on the program as regards the general enabling objectives, the objectives for each component, and end-of-year surveys of the Network Resource Teachers and Program Manager. The general enabling objectives of the program were met. Various planning documents were submitted and committee meetings were held which constituted evidence of attainment.

118. Cohen, Stanley B., and others. Implementation of the Cluster Concept in Two Vocational Areas in an Area Vocational-Technical School Setting. Final Report. Philadelphia School District, July 1975. ED 122 082.

The report describes a project to implement a cluster curriculum in the graphic communications and metals clusters in an area vocational high school setting. A flexible curriculum allowed for the development of competencies common to all trade areas within the cluster. The material was organized into 10-week units of instruction to be completed at the individual student's own pace. Skill mastery sheets were developed for grading purposes. Year end reports for each of the clusters are appended to the report. In the graphic communications area students were given "hands-on" experiences in the four printing shops of offset pressroom, offset preparation, letterpress, linotype and hand composition and make up. In the metals cluster area, students were also offered the opportunity to attend shops outside their original area. Appended are general information about the cluster curriculum and the skill mastery check sheets for each cluster.

119. Evaluation of Title I ESEA Projects, 1974-75: Technical Reports. Report No. 7606. Philadelphia School District, Office of Research and Evaluation, November 1975. ED 128 427.

Technical reports of individual Title I project evaluations conducted during the 1974-75 school year are contained in this annual volume. It presents information about each project's rationale, expected outcomes, mode of operation, previous evaluative findings, current implementation, and attainment of its objectives. Projects included are: Affective Education, Benchmark, Bilingual Education, Communications Experiences, Comprehensive Mathematics, Comprehensive Reading Project, Computer-Managed Instruction, Counseling Services, Creative Dramatics, Education in World Affairs, English as a Second Language-Readiness, English to Speakers of Other Languages, Enrichment Activities for Hearing-Impaired Pupils, Episcopal Academy: Summer Enrichment, Follow Through, Institutions for Neglected and Delinquent Children, Intensive Learning Center, Itinerant Hearing Service, Learning Centers, Meet the Artist, Motivation, Multimedia Center, Out-of-School Sequenced Science Experiences, Pennsylvania Advancement School, School-Community Coordinator, Speech and Hearing, Speech-Therapy Clinics, Summer Special Education, Walnut Center, and Young Audiences.

120. Goodwin, Judith. A Summary of Six Major Evaluation Reports on Follow Through in Philadelphia, 1973-74. Philadelphia School District, Office of Research and Evaluation, July 1975. ED 118 629.

This report is a non-technical summary of six major evaluation reports on the Follow Through Program in Philadelphia, 1973-74. Positive findings are presented in the areas of pupil achievement, teacher and pupil continuance and pupil absence, and supportive services and parent involvement. The Follow Through Program in Philadelphia is comprised of seven educational models: Bank Street, Behavior Analysis, Bilingual, Florida Parent Educator, Parent Implemented, Philadelphia Process and EDC (Educational Development Center). In terms of achievement based on cross sectional analysis, Total Follow Through (TFT) exceeds the Total Non-Follow Through (TNF) group in almost all test areas in kindergarten; in Total Reading, and Total Mathematics in first grade; and in Total Mathematics in third grade. The Behavior Analysis (Grades K-3) Model and Parent Implemented (Grades 1-3) Model (with only one exception on one criterion in the latter case) perform better than the TNF group at all grade levels. Comparisons between Spring 1973, and Spring, 1974 test data, although only tentative at best, indicate that overall, with the exception of kindergarten, the 1974 results show higher percentile ranks than do the 1973 results on comparable test areas.

121. Goodwin, Judy, and Lukshus, Anne M. Follow Through Expansion Pre-Program Data, 1975. Report Number 7642. Philadelphia School District, Office of Research and Evaluation, October 1975. ED 131 095.

The Follow Through Expansion Program involved 46 schools in all eight districts of Philadelphia, Pa. The program was instituted at the kindergarten level in March, 1975. Five model options were proposed for implementation on the basis of previous evaluation findings regarding the original Follow Through Program in Philadelphia. Of these, four were selected by the participating schools: Option 1: a local adaption of the Behavior Analysis model; Option 2: a Behavior Analysis/Bank Street combination; Option 3: a Behavior Analysis/Bilingual combination not selected by the participating schools; Option 4: a local adaption of the Bank Street model; and Option 5: a Bank Street/Bilingual combination. Pre-program questionnaires were completed by principals, resource teachers, teachers, and aides, and yielded background information on program personnel as well as pre-program attitudes. The majority of principals indicated that they were satisfied with the model assigned to them and that they expected Follow Through to have a strong effect on pupil achievement, parent participation, staff development, and the motivation of instructional personnel. Sixty-seven percent of the teachers also evidenced positive reactions to the news of the expansion program. Option 4 teachers elicited the highest percentage of positive responses and Option 2 the lowest. Aides indicated increased clarity after training but somewhat lower enthusiasm, possibly due to previous training which emphasized a different instructional orientation at the kindergarten level.

122. Joint Public-Parochial Planning Councils. Final Report 1975-1976. Report No. 7702. Philadelphia School District, Office of Research and Evaluation, June 1976. ED 127 713.

This report briefly describes Philadelphia's Joint Public-Parochial Planning Councils (JPC) project and presents an evaluation of the project's impact during the 1975-1976 school year. The JPC project is intended to provide sustained interaction between the Philadelphia School District and the Archdiocese of Philadelphia. During 1975-76, 102 joint programs involving 354 teachers and 5,284 students from 66 public and 60 parochial schools were in operation. Data for the evaluation were gathered through onsite observation of joint programs, as well as separate questionnaires completed by a sample of principals, teachers, and students. Evaluators found that most JPC participants were satisfied with their program activities and credited the project with improving communications between public and parochial schools. Although the survey showed no significant change in student attitudes, teachers and students reported that intersystem social relationships were established and progressed throughout the year. Sample copies of the observational report form and the survey questionnaires are included in the appendix.

123. Kean, Michael H. The Care and Handling of Research Data in a Large City School System. Philadelphia School District, Office of Research and Evaluation, April 1976. ED 124 591.

The Buckley Amendment, formally entitled the Family Educational Rights and Privacy Act of 1974, grants parents the right to review all records that schools maintain on their children, and to force the removal of any inaccurate or misleading data. However, its major impact on educational research is linked to its provision requiring written parental permission prior to the collection or release of personal data to outsiders. The School District of Philadelphia's Office of Research and Evaluation (ORE), one of the nation's larger school-based research organizations, has evolved an omnibus policy and a number of different procedures for handling research data. This paper presents an examination of ORE's approaches to dealing with problems in data collection, storage, and release. In addition to general considerations, the differences in procedures for in-house versus outside efforts are explored. A set of guidelines for the release of research data is discussed, as are special data security arrangements and the way in which a central office research review committee functions.

124. McNamara, Thomas. An Evaluation of the Follow Through Program in Philadelphia, 1971-72. Volume II. Pupils' Achievement Characteristics. Philadelphia School District, Office of Research and Evaluation, November 1972. ED 123 284.

This report considers the effectiveness of the Follow Through Program as manifested in performance on the Philadelphia city-wide tests, spring 1972. Kindergarten students received the Stanford Early School Achievement Test Level I; First and second grade students received the Metropolitan Achievement Test Primary II; and third grade students received the Iowa Tests of Basic Skills, Level A. The analysis in Part I, the cross-sectional view, revealed that the total program seems to be most effective in the first grade areas of total mathematics and reading. District groupings of Follow Through schools often show higher performance than their respective districts. District 1 groupings (equivalent to the Philadelphia Process Model) and District 4 groupings (solely Behavior Analysis Model schools but only two of the three schools, in this model) appear to show this contrast more often than the other district groupings. However, these districts' groupings are homogeneous model-wise, in contrast to the District 2 and 5 groupings. The quasi-longitudinal view produces results in a pattern similar to the cross-sectional view, but demonstrates still higher performance, and seems to provide some initial evidence for a positive continuance-achievement relationship in the program.

125. McNamara, Thomas, and others. An Evaluation of the Follow Through Program in Philadelphia, 1971-1972. Volume I. Program Personnel's and Parents' Perceptions of the Program. Philadelphia School District, Office of Research and Evaluation, November 1972. ED 123 283.

Local evaluation of the Follow Through Program in Philadelphia 1971-72 set itself the task of filling in those areas in earlier evaluations to which it had not had time to devote itself. A comprehensive study was made of program personnel and parents' perceptions of the Follow Through Program and of Follow Through pupils' performance on city-wide standardized tests. It is concluded that all levels of program personnel and parents seem to be highly convinced that the program should continue. A considerable number of suggestions for modifications in policies and procedures among upper level personnel focus on changes in and/or combinations of models or model components, better Federal and sponsor support, and better evaluation efforts at all levels. There seems to be agreement overall that the program has a positive effect on pupil attitude and attendance. With respect to the program's effectiveness in subject matter areas, all levels of program personnel and parents seem to indicate fairly high satisfaction in all areas except science and social studies. All levels of program personnel seem to welcome parent involvement. There seems to be very good implementation throughout the program of the special supportive services aspect.

126. Offenberg, Robert M., and Rodriguez-Acosta, Carlos. Title VII Bilingual Project "Let's Be Amigos": Evaluation of the Sixth Year, 1974-1975. Philadelphia School District, January 1976. ED 129 098.

The Let's Be Amigos bilingual education program served over 2,000 students in 12 schools in Philadelphia. Model A provided bilingual education to English- and Spanish-dominant pupils in prekindergarten through Grade 6. Model B provided bilingual instruction to Spanish-dominant pupils in kindergarten through Grade 5. The ARRIBA component provided bilingual instruction to Spanish-dominant immigrant pupils in Grades 4 through 12. The program was generally well managed. It received support from principals of schools in which it was conducted. The program was effective in enhancing reading and language arts competencies of Spanish-dominant pupils. Longitudinal analysis of the reading performance in English of Spanish-dominant elementary school pupils showed that there was more growth in this skill than was observed with previously used evaluation techniques. Testing of high school ARRIBA pupils' reading performance in Spanish showed that it was poor, probably because many had several years of all-English instruction prior to participating in Let's Be Amigos. The high school ARRIBA component clearly enhanced the probability that tenth-grade Hispanic pupils would graduate from high school three years later. English-dominant Model A pupils' reading competencies are substantial, with sixth-grade pupils performing at the third-grade rural Puerto Rican norms.

127. Powers, Donald E. Dual Audio Television: An Evaluation of a Six-Month Public Broadcast. Educational Testing Service, Princeton, NJ; Philadelphia School District, Office of Curriculum and Instruction, October 1975. ED 118 125.

The Philadelphia City Schools engaged in a four-year program to develop and test dual audio television, a way to help children learn more from the massive amount of time they spend watching commercial television. The format consisted of an instructional radio broadcast that accompanied popular television shows and attempted to clarify and amplify the vocabulary and word concepts that were introduced. Using such a format for the "Flintstones" program, a study attempted to find the degree to which students could be encouraged to listen to the radio supplement, and the degree to which the special broadcast increased vocabulary learning. Results showed that differences in encouragement made only very slight differences in the rate of listening and that listening did not account for a significant portion of the variation in students' vocabulary improvement.

128. Scheiner, Louis, and others. Career Opportunities Program in Philadelphia, Pennsylvania. Report Number 7623. Philadelphia School District, Office of Research and Evaluation, August 1975. ED 129 919.

The Career Opportunities Program (COP), established under Title V of the Education Professions Development Act of 1967, was implemented in Philadelphia, Pennsylvania from 1970 through 1975. It served low-income persons, primarily blacks, who had no other means to enter the teaching profession. The primary project goals were to attract capable persons to education careers, improve employment opportunities of the poor, and establish productive career lattices for COP recruits. Overall, COP attained its major goals while benefitting all participants--trainees, teachers, pupils, principals, and college staff. COP was partially successful in attracting minority, low-income, target area residents to careers in education. The majority of trainees were black community residents, and a third were Model Cities aides with low incomes. The project also successfully implemented a vertical career ladder, which facilitated trainee movement at higher level instructional jobs. However, horizontal and diagonal lattices were not implemented. Additional findings are discussed in detail.

129. Toll, Sherran. Prekindergarten Head Start Year End Report 1974-1975. Philadelphia School District, Office of Research and Evaluation, July 1975. ED 117 127.

The Philadelphia Prekindergarten Head Start Program is a child development program for three- and four-year old children from low-income families funded through the Philadelphia Anti-Poverty Action Commission. The approach stresses an interacting and multidisciplinary attempt to improve the child's physical and emotional health, his family relationships, and his abilities to function better as a person. The program has been designed to implement five different early childhood education models: Behavioral Analysis, Bank Street, Montessori, Responsive Learning, and Curriculum for Social and Emotional Development. Programming according to model specifications remained the theoretical basis for daily operation. Research and evaluation activities during 1974-75 have centered around the program's goals for children. They have included classroom observations, the development of forms to assess the extent of model implementation, summarizing and analyzing the results of the Denver Developmental Screening Test, and the inclusion of the children in the Early Childhood Longitudinal File. There was found to be a wide range of practices in terms of: (1) extent of model implementation, (2) classroom differences within a model, (3) grouping practices, (4) frequency of parent volunteers, and (5) provisioning. Observation data yielding the above information are summarized according to model and across the total program.

SCHOOL DISTRICT I, MULTNOMICH COUNTY (PORTLAND)

130. A Creative Career Education Language Arts Project for the Disadvantaged. Final Report. Portland Public Schools, Area III Office, March 1975. ED 130 164.

A project was conducted to build motivation and increase language arts skills of disadvantaged students through involvement in a career exploration program. A class of 28 students reviewed career clusters and indicated their personal interest. Employed representatives from the community with backgrounds similar to the students' visited the classroom and discussed their roles, jobs, and responsibilities. Following the classroom visit, small groups of students visited the job sites of those who had visited the classroom. The students made notes and took pictures; these comments and photographs were then prepared as stories intended for compilation in booklet form for use by other students. Although the project was not completed in terms of developing the reading booklets and a subsequent evaluation, it was recommended that the process implemented for this type of direct experience be encouraged.

131. Health Careers Exploration: Final Report. Portland Public Schools, July 1974. ED 121 972.

The report describes the Roosevelt High School (Portland, Oregon) demonstration project designed to integrate health education program. The report's first section briefly presents background project information. Section 2 assesses the project's accomplishments with respect to staff development, the instructional program, and materials and content development for the five project goals: expanding field trip opportunities, expanding career-oriented curriculum offerings, expanding logistics, establishing a dialogue with health cluster curriculum personnel outside the school, and continuing or establishing a dialogue with supporting academic departments within the school. Section 3 presents two evaluations of the project. Sections 4-6 contain, respectively, a summary, conclusions, and recommendations. Nine appendices include: sample field trip plans and evaluations, a departmental field trip evaluation, a field test form, pre- and posttest experience exposure letters, and flow charts for the science and business departments.

132. An Integration of Career and Consumer Education and Reading and Language Arts Program Goals. Final Report. Portland Public Schools, Area III Office, December 1975. ED 126 318.

The final report of this exemplary project conducted from July 1974 through June 1975 describes the development of appropriate guides for teaching career and consumer education concepts in grades 1-3 in Area III, Portland Public Schools, Oregon. Reading instruction materials adopted by the schools for 1975-81 were used as the basic information source to prepare materials for teachers and students to help them develop an awareness of primary grade-level concepts in career and consumer education. Major project activities included writing guides for the three basic reader series to show how to integrate several curriculum areas, to disseminate

research products among the area schools, and to determine which goals are considered essential for the primary grades. An evaluation indicates that the project goals were accomplished, including staff and curriculum development and the development of materials, activities, and instructional management systems. Appended project materials (53 pages) include: committee job descriptions, syllabus for an inservice course, lists of pertinent audiovisual and other media, form for evaluating prototype teaching guides, cross-reference of goals and concept-descriptor terms in basic readers, learning activity modules, and course goal statements.

133. Wolmut, Peter, and others. A Study of the Concept of Fantasy/Reality in Career Awareness Instruction. David Douglas Public Schools, Portland, Oreg.; Multnomah County Intermediate Education District, April 1976, ED 120 489.

The paper describes the efforts made in a Portland, Oregon suburban school district to develop effective supplementary career awareness instruction for fifth grade students. Evaluation of a three-year exemplary integrated K-14 vocational education project (VIGOR) had revealed no significant differences in career awareness competencies between primary and intermediate level students in the program and students from a demographically similar control group whose school had no career education program. Significant differences were found, however, between students at the upper grade occupational cluster level. A study made to determine the reason for this finding uncovered references in the literature to the "fantasy period" from age 4 to 11. It was hypothesized that, in order to develop "reality awareness," young students need supplementary instruction in the areas of detail underlying the duties of any particular job. These areas were: tools, skills, schedule, management, safety, and preparation. Instructional methodology, the development and field-testing of a measurement instrument, and the experimental design are recounted. In two of the six areas of job detail (tools and safety), students who had received the supplementary "reality training" discussed jobs more realistically than control group students; in the other four areas, there was no significant difference.

SCHOOL DISTRICT 4J, EUGENE PUBLIC SCHOOLS

134. Barber, Larry, and Kurtz, Jeff. Writing Behavioral Objectives. Eugene School District 4J, Div. of Research, Development, and Evaluation, August 1976. ED 128 967.

Behavioral objectives are components of problem-solving and evaluation systems, and of decision-making strategies. Sound objectives meet the criteria of being formulated by those expected to achieve them, are explicit and forward-looking, are consistent with other goals within the organization, are set within the context of a particular organization, and carry built-in evaluations. In order for any objective to be considered as measurable it must have the minimum components of actor, performance, time, condition, and criteria, clearly defined.

135. An Evaluation of the Ratio Staffing Plan. Eugene School District 4J, Div. of Research, Development, and Evaluation, October 1976. ED 130 375.

This lengthy report evaluates a new staffing plan that was implemented by the Eugene (Oregon) School District during the 1975-76 school year. The purpose of the report is to determine the impact of the new staffing plan on the staff size and programs of each district school. The first section of the report presents a brief history of the new staffing plan and is followed by a section describing the methods used to carry out the evaluation study. The third section focuses on the number of district staff members affected by the new plan. It lists staffing totals by school for 1974-75 and 1975-76, notes the differences between the two years, and then determines how much of the change is due to the new staffing policy. The next three sections attempt to isolate program changes resulting from the new plan at the elementary, junior high, and senior high school levels, respectively. The summary section outlines the report's major findings, and the last section presents several recommendations from the district's evaluation department. The appendix lists and describes the data sources for all major tables in the report and presents a complete list of staff members for each district school, including the number of full-time equivalent (FTE) staff members at each school and the FTE of each individual staff member.

136. Existing School Facilities, Capacities, and Current Utilization. Eugene School District 4J, Div. of Research, Development, and Evaluation, September 1975. ED 128 969.

This report is intended to supply an objective data base that states the amount of existing space and its utilization in the school district in order to enable decision-makers to impartially allocate building space. All the school buildings were visited by teams that measured the dimensions of every room and noted its usage. Each building is classified by (1) existing building space and usage, (2) capacity for a variety of functions, and (3) current enrollment. A summary section ties together the first three parts and presents the comparisons among schools.

137. Hendrickson, Leslie, and Sattel, Susan F. Program Descriptors. 76-77. Eugene School District 4J, Div. of Research, Development and Evaluation, 1976. ED 127 730.

This volume contains descriptions of 40 educational programs in the Eugene, Oregon, public schools. This data was collected from interviews with personnel in each program and from the district's budget work-book. The program descriptions cover educational legislation that pertains to each program, program objectives and methods, resources, staff, administrators, changes in program focus, and budget. These descriptions, prepared by the district's Research, Development and Evaluation Division, will be used by the school district budget committee.

138. Hesse, Rose. An Evaluation of the Community School Program Using Goal Attainment Scaling. Eugene School District 4J, Div. of Research, Development, and Evaluation, June 1976. ED 128 965.

This report describes a trial of an evaluation plan for community school programs that was based on the Goal Attainment Scaling system developed by Kiresuk and Sherman. The author briefly discusses the goal attainment scaling process and then examines the advantages and disadvantages of that approach for evaluating community school programs. The results obtained by using the system to evaluate six community school programs in Eugene (Oregon) School District 4J are presented. Based on these results, the author then offers her conclusions and recommendations regarding the use of the goal attainment scaling approach for evaluating community school programs.

139. Hesse, Rose. Neighborhood Activities by School Attendance Zones. Eugene School District 4J, Div. of Research, Development, and Evaluation, December 1975. ED 128 961.

This report summarizes information on community service activities in each of Eugene, Oregon's neighborhoods (as defined by school attendance zones) that currently support a community school program or have expressed interest in starting a community school program. A variety of descriptive information is presented for each community school program, including a brief program description, the population served by the program, the program's funding source, and the organization with administrative responsibility for the program. Similar information is also presented for other community service groups serving each neighborhood, such as neighborhood associations and school advisory councils, and for each neighborhood's community development fund plans. Also included are group objectives for each neighborhood's community school, neighborhood association, and school advisory council, as well as brief description of the school facility and selected demographic information on the neighborhood.

140. A Report on Absentee and Withdrawal Rates of District 4J, 1970-1975. Eugene School District 4J, Div. of Research, Development, and Evaluation, July 1975. ED 128 960.

This report contains statistical data on absentee and withdrawal rates for the Eugene (Oregon) School District 4J. Included are data showing attendance patterns, as well as descriptions of coding practices for all elementary, junior high, and senior high schools in the district. The data, displayed in numerical tables, show that absentee and withdrawal rates fluctuate from year to year and quarter to quarter, with few district-wide trends emerging. The recording of attendance is not uniform for all district schools, and some of the procedures used lead to systematic underestimations of both absentee and withdrawal rates.

141. A Report on Parent Opinion Surveys. Eugene School District 4J, Div. of Research, Development, and Evaluation, December 1975. ED 128 964.

This study discusses 21 parent opinion surveys that were conducted by schools in Eugene (Oregon) School District 4J from 1972 to 1975. The information gathered and the types of questions asked on past questionnaires were examined by the district's Department of Research, Development, and Evaluation in an attempt to determine how to best conduct such surveys in the future. Table 1 lists the schools that sent out parent opinion questionnaires, the date each questionnaire was distributed, the response rate, and the number of questions asked. Table 2 lists the percentages of positive, negative, and no opinion responses by subject area for 11 of the 21 schools that conducted surveys. Some brief guidelines intended to aid schools in conducting accurate and useful surveys are also included.

142. A Review of District 4J Computer Services. Eugene School District 4J, Div. of Research, Development, and Evaluation, November 1975. ED 128 963.

This report examines the data processing services provided to Eugene (Oregon) School District 4J by the Oregon Total Information System (OTIS) and provides recommendations to the district administration to aid policy-making and planning in the area of computer services. The report focuses primarily on the use of the computer for management purposes; the need for instructional computer services is not considered. Information for the report was gathered partly in interviews with 37 principals and 13 other district personnel, as well as with 30 nondistrict personnel in the field of computer services. Visits were also made to the research departments of five large school districts throughout the West. Separate sections of the report discuss OTIS-district relations, the district's need for computer services, costs of computer services from OTIS, and issues to consider in establishing a data processing policy for the district. The appendix contains a letter drafted by the director of OTIS in response to the district's report.

143. Stephens, Charles E., and others. School Profile. Eugene School District 4J. Div. of Research, Development, and Evaluation, January 1976. ED 127 728.

This publication summarizes a variety of information on each of the 42 public schools in Eugene (Oregon) School District 4J, presented in the form of two-page statistical profiles of each individual school. Five basic categories of information are contained in each profile, including data on building characteristics, student information, staff information, community factors, and test scores on nationally standardized tests. These data were gathered from U. S. Census data and the Oregon Total Information System, as well as from records of the Eugene school district. Most of the data listed are for the 1975-76 school year, though figures on the cost of vandalism and standardized test scores are for 1974-75.

144. Study of Resource Distribution Within School District 4J by Region, Level of School and Major Budget Item. Eugene School District 4J, Div. of Research, Development, and Evaluation, March 1976. ED 128 881.

This report examines the geographical distribution of expenditures within Eugene (Oregon) School District 4J during the 1974-75 fiscal year and compares these expenditure data with figures on average daily pupil membership for each of the district's four regions. Data for the study were taken from a report prepared by the district's accounting office on all expenses for each district school and from student enrollment reports submitted by the district to the State Department of Education. Overall, the Eugene district has a yearly budget of approximately \$33 million and an average daily pupil membership of about 20,000 pupils. Expenditure data for 110 separate accounts within 13 major budget areas are examined for the elementary, junior high, and senior high school levels, as well as for different geographical regions. Because the report is intended to be purely descriptive, no value judgements are offered on the different expenditure levels observed. However, the discussion does place considerable emphasis on the difference in expenditures between the district's north and south regions.

SEATTLE SCHOOL DISTRICT #1

145. Collister, Larry. A Comparison of the Long Range Benefits of Graduation from Special Vs. Mainstream School for Mildly Mentally Handicapped Students. Seattle Public Schools, Dept. of Planning, Research, and Evaluation, June 1975. ED 117 870.

Twenty-seven mildly and moderately, mentally handicapped special education graduates from a special school and 23 mildly and moderately, mentally handicapped special education graduates from a mainstream school were interviewed to determine long-range benefits of each program. Interviews 1 and 2 years after graduation were designed to measure differences in employment skill levels, unemployment rates, job satisfaction, arrests and convictions, welfare assistance, financial independence, income level, and other variables. Data suggested that there was little difference in long-range characteristics for either group, although the small sample size precluded drawing firm conclusions on either side of the question.

ST. PAUL PUBLIC SCHOOLS

146. Higgins, Paul S. What Happened to the Kids After Their Segregated School Closed? A Nine-Year Control-Group Follow-Up of Elementary Students. Saint Paul Public Schools, March 1976. ED 131 148.

The educational careers of 148 students who were first, third, or fifth graders at the de facto segregated McKinley School during its last year of operation are reported. Another group of 156 students attending the first, third, or fifth grades at another school that remained de facto segregated are used as a control group of relatively more segregated students. The duration of the follow-up is the nine-year period from the 1966-1967 school year through 1974-1975. This study is said to

provide answers to several questions, including: (1) how the school persistence (enrollment and attendance) for these two groups of students compared, and (2) how the school performance (grades and achievement test scores) for the two groups of students compared. The study provides little evidence that the McKinley students made either a better or a poorer school adjustment than the controls. The former McKinley students showed the same reasonably good adjustment, i.e., 90% overall attendance, similar transfer rates, average grade point averages, and somewhat below average test scores and class ranks, than the control group students. In reading and math test scores, both groups maintained their relative positions among national norms groups of their same age peers. It is concluded that rapid integration has little effect on school persistence or performance.

TUCSON PUBLIC SCHOOLS

147. Summary of Project Activities and Results 1971-1974. Tucson Public Schools, June 1974. ED 120 920.

This publication offers a brief description of the content and instructional methods used during the three years of the Educational Management Project's inservice programs for educational administrators in the Tucson Public Schools. The discussion is organized into three sections that focus in turn on the activities and results of each of the project's three years. The impact of each year's evaluation results on the evolution of the project's training strategies is discussed.

WICHITA PUBLIC SCHOOLS

148. Moore, Terry E., and Turner, W. E. Impact of Title I: A Decade of Progress. Wichita Unified School District 259, March 1976. ED 127 411.

The Wichita, Kansas Elementary Secondary Education Act Title I Project was begun during the 1965-66 school year as a diversified attack on the problems of disadvantaged pupils. Over the past 10 years, the project has evolved to one which concentrates funds on a small number of programs. Supportive services have been eliminated in favor of instructional programs. The size of the Title I target population has been reduced in comparison to earlier years. The Title I project has contributed to the summer school program through courses and the provision of tuition scholarships. Title I programs have had a major impact upon the Wichita school system and the community at large. One obvious effect is said to have been the publicity it has brought to the Wichita community. Through a close, cooperative relationship, the Title I program has greatly influenced the Wichita school system. The Title I project has consistently encouraged and supported parental and community involvement in the programs. Children attending parochial schools, institutions for the delinquent, and homes for the neglected have been included in the programs. Most importantly, the project has brought about an increased awareness of the special needs of disadvantaged pupils.

149. Turner, W. E., and Bare, Janet. A Report of the Corrective Reading Program, 1971-72. Wichita Public Schools, August 1972. ED 127 553.

The Elementary Secondary Education Act Title I program described in this paper served 1550 educationally deprived pupils in 82 Kansas elementary and junior high schools during the 1971-72 academic year. The primary goals of the reading program were to improve and upgrade word recognition and reading skills and to improve pupils' attitudes. The remedial systems utilized were eclectic: individual teachers developed techniques which were most successful in their specific situations. Although participants ranged in level from grades one to nine, a special effort was made to provide instruction in the primary grades. Discussions of the educational context in which remediation occurred, of personnel utilization, of diagnostic techniques, and of evaluation of program success are included in the program description. Assessment of data revealed that from 54% to 73% of the students achieved at least one month's gain for each month of instruction, according to three evaluation measures. Recommendations urged that the corrective reading program be continued.

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